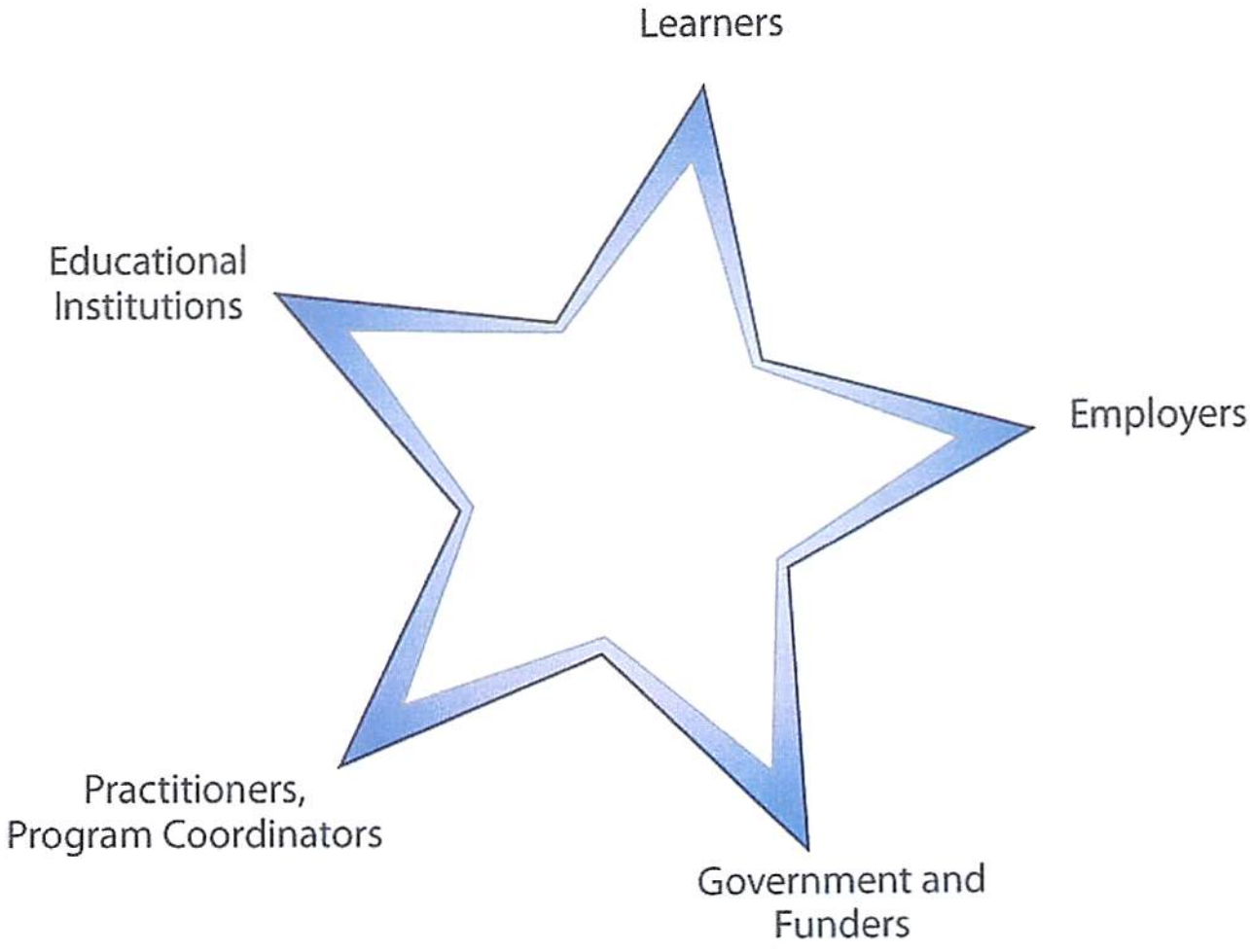
Training on Community Adult Literacy Benchmarks in BC

October 22 - 23, 2008

Vancouver, BC



LiteracyBC

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October 22nd, 2008

Introduction to the Community Literacy Benchmarks

Century Plaza Hotel, Burrard Ballroom

8:00 - 9:30	**Breakfast in the *Beyond* Restaurant** **Registration outside the Burrard Ballroom**
9:30 - 10:30	**Welcome and Overview next two days** Introductions - icebreaker ALMD: background and rationale behind learner assessment and accountability
Break 10:30 - 10:45	
10:45 - 12:15	**Introduction to the Community Literacy Benchmarks: background and results of field testing** • Overview • How they were developed • Relationship to other systems • Introduction to six domains • Feedback from field testers • Recommendations from field test and actions
Lunch 12:15 - 1	
1 - 2:30	**Practicing with the Benchmarks** • Learner Goals and relationship to Domains • Relationship between assessment and benchmarks • Learner profiles
Break 2:30 - 2:45	
2:45 - 4:30	**More practice**
4:30 - 5:30	**Debrief** Observations, suggestions
Supper	Banquet with entire group

October 23rd, 2008

Introduction to the Community Literacy Benchmarks
And Regional Meetings

Century Plaza Hotel, Burrard Ballroom

8:30 - 9	**Breakfast**
9 - 10:00	Q&A Benchmarks
10:00 - 11:00	Literacy BC: support, resources, info: • E-directory • Resource Collection • ELMO Reviews
11:00 - 12:15	Regional Meetings

Lunch

Everyone leaves after lunch

A Values-Based Approach

Excerpted from "Monitoring and Assessment in Community-Based Adult Literacy Programs in British Columbia, Phase 1 (Definition and Selection of Benchmarks): A Report to the British Columbia Ministry of Advanced Education" (2007).

At the root of a values-based approach is the philosophy that underpins community-based adult literacy programming. Underlying that philosophy are basic questions:

1. What does literacy mean? How do you know that someone is literate?
2. Who is the literacy learner? What are their characteristics as learners?
3. What distinguishes "community-based" programs from other kinds of programs?

The answers to these questions guide the design of a meaningful and sustainable approach to monitoring and assessing learner progress.

What does literacy mean? How do you know that a person is literate?

The concept of literacy is constantly evolving and definitions of literacy have changed over time from a school-based view of literacy as a discrete set of skills for reading and writing, to a functional view of literacy as the ability to accomplish tasks and participate in the world around us.

How literacy is defined influences the type of monitoring and assessment system that is created. If literacy is defined as a discrete set of non-contextualized skills, then it can be measured by performance on standardized tests for reading, writing and math. If we take a more complex and dynamic view of literacy – as enabling participation in social, economic, family, and community life – then how adults are able to use what they learn is the important measure.

If we take a more complex and dynamic view of literacy – as enabling participation in social, economic, family, and community life – then how adults are able to use what they learn is the important measure.

The definition of literacy used by the Ministry of Advanced Education, and the definition we adopted that underpins our choice of domains and benchmarks, is the one proposed by the International Adult Literacy Survey: *"The ability to understand and use printed information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential."* (Jones 14).

This definition emphasizes the importance of the uses and applications of knowledge in the context of real life purposes and roles in the family, the workplace, the community, and society at large. A monitoring and assessment system based on this definition needs to indicate progress about a wide range of skills or competencies within a variety of life situations.

What are the characteristics of the adult literacy learner?

What are learners' goals? What are their daily activities? What are their learning needs in order to participate in society? These questions led us to consider what learners value and to design a monitoring and assessment system of measurement that is congruent with their reasons for attending literacy programs – a learner-centred approach.

Adults with low literacy are among the most marginalized and vulnerable in the population. They face multiple barriers to participation in literacy education as a result of poverty, social exclusion or isolation, health and disability issues, experiences of trauma and abuse, and a host of other factors (ABC CANADA, Quigley, Long and Middleton). Indeed, there is a significant and longstanding gap between the numbers of people research tells us need literacy upgrading and those who actually participate in literacy programs. Only an estimated five to ten percent of persons with low skills ever enroll (ABC CANADA). Among those who do participate, persistence is an ongoing issue. Literacy learners typically move in and out of programs in accordance with their life circumstances and adult literacy programs typically experience low retention rates.

Adults are more likely to attend and remain in a program that is relevant to them and meets their learning requirements. Those who attend community-based literacy programs often have very specific life-related goals, for example, getting a driver's license, reading a recipe, learning to use a computer (Smythe). They may identify a need to finish high school and/or get some type of post-secondary certification, but they are usually a considerable distance from this goal. More immediate and pressing learning requirements take priority and tend to direct the learning activities of the individual. Emotional safety, fears about failure and being judged, and getting along with others are issues that often need to be addressed as part of the learning program.

These considerations about the individual learner led us to a system of benchmarks that are valued by and relevant to learners, as well as to practitioners and society at large, and that can be applied to multiple areas of life. The benchmarks do not assume a standardized curriculum but guide the way to learning based on learners' individual needs and interests.

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What distinguishes community-based programs from other kinds of literacy programs?

A monitoring and assessment system needs to fit with program delivery methodologies and philosophy, environments, and capacity. If the fit is not there, the system will be of little value to the practitioner and is not likely to be used effectively.

Adults who participate in literacy education often choose a community-based program as a deliberate alternative to more formal educational settings because of past negative school experiences. Research by Quigley demonstrates that "de-schooling" the image of adult literacy reaches adults who are eager to learn but resist schooling. Whether they are operated by schools, colleges or non-profit groups, community-based literacy programs present such a de-schooled image. Designed to offer safe and welcoming learning environments, they take place in a variety of settings including storefronts, community centres, libraries, urban parks, and other places where people gather in their community. There is no standard or common curriculum. Teaching and learning are centered on the learner's own goals and context and learning materials are drawn from a wide variety of sources, including the reality of people's lives and the issues and concerns that matter to them. A hallmark of community literacy is an integrated, asset-based approach to learning that builds on people's knowledge, interests and social context rather than focusing on the skills they lack (Smythe). Sensitive to local realities and learner diversity, community literacy recognizes that there is no one type of learner and no single motive for participation.

The sector's heavy reliance on volunteers and its lack of formal infrastructure also have implications for the type of monitoring and assessment system that should be used in community-based programs. For example, in most programs the face of the volunteer tutor is the face the learner most often sees. In many programs learners and tutors work together one-on-one with minimal supervision. Some programs also offer small group instruction. The number of instructional or contact hours is typically once a week for two hours.

Tutors receive training from the program but they have little or no access to other forms of training or professional development. Paid program coordinators and instructors also have minimal access to professional development. They typically work part-time and, unless they are attached to a college or school, are generally low-paid, receive poor benefits, and have little or no job security.

> "I have one hour a week for eight weeks with a group of ESL learners – how much Japanese would you learn in that amount of time? I only get eight hours with this group; don't make me lose one to assessment."

If the capacity of community-based literacy programs to deliver services is an issue, then their capacity to be accountable is also an issue (Merrifield). Community-based literacy programs normally have small budgets but multiple funding sources and accountability requirements. There is little capacity for centralized record keeping and limited overall capacity to collect, interpret and use data to monitor learner progress and improve practice. Added to this is the tendency for participants to leave programs without any notice. Unless assessment has been ongoing, it can be difficult to determine the participant's progress at exit.

Campbell found that time was one of the most critical capacity issues in assessment in adult basic education. Even if practitioners and tutors have opportunities to engage in professional development, it is only effective if they have the time to practice, dialogue, and reflect upon their new knowledge. And assessment itself takes time. One

practitioner describes the problem: *"I have one hour a week for eight weeks with a group of ESL learners – how much Japanese would you learn in that amount of time? I only get eight hours with this group; don't make me lose one to assessment."*

A monitoring and assessment system must align with the capacity and delivery mechanisms of the community-based literacy system. It must be simple and transparent to administer, to understand, and to use. It must take into account the environment and relevant inputs such as staffing, use of volunteers, and funding resources.

Even a simple and transparent system takes time, however. Further investments must be made in community-based literacy programs so that program coordinators/ practitioners/facilitators can spend more time with learners or tutor/learner pairs to conduct more thorough intake assessments, interpret learner progress, and gather and collate information. Initial and ongoing investments in the training and professional development of the people who implement and use the system need to be made. These investments in the capacity of community literacy programs speak to the issue of mutual or reciprocal accountability between programs and funders.

A values-based monitoring and assessment system for community-based literacy programs

The values-based approach yields clarity on the goal, context, and methods of community-based adult literacy programming:

- The goal of community-based literacy is to increase learners' ability to understand and apply skills and knowledge in the context of participation in family, work, and community life;
- Community-based learners are often multi-barriered and need to be supported to reach their goals in their own way and at their own speed in a safe environment;
- Community-based learning implies an asset-based approach that builds on learners' existing strengths and knowledge and encourages and emphasizes success and achievement, not failure or deficits;
- Limited capacity in the community-based sector requires simplicity, ease of use, realistic expectations, and investments in training/programming.

These characteristics demand an approach that is collaborative, encourages participation and interaction, engages learners in the assessment process, and collects information over time. The information collected needs to be useful and its value needs to be understood and appreciated so that it can be used to improve teaching and learning.

With the principles of a values-based approach in mind, the advisory committee turned its attention to the specifics of a monitoring and assessment system. As mentioned previously, we did not invent an entirely new system for BC but decided to borrow from some of the exemplary work that already exists. We also identified the need to facilitate future alignment with colleges and schools, Essential Skills and the International Adult Literacy and Skills Survey (IALSS). In light of these considerations, we decided to use competencies as the basis of our system of benchmarks. Competencies include skills, as well as knowledge, attitudes and values. (Organization for Economic Co-operation, Definition and Selection of Key Competencies, Executive Summary 4).

Measuring Community Literacy

Benchmark Overview
Fall, 2008

Considerations

- What does literacy mean?
  - Functional
- Who is the learner?
  - Various specific, usually life-related, goals for attending
- What distinguishes community-based programs?
  - Use of volunteers
  - Informal infrastructure
  - Often have less instructional time
  - Not tied to courses

Requirements - Learner

- Focus on functional skills and inclusion (participation in society)
- Grounded in authentic tasks
- Recognize a wide range of learning experiences and activities
- Account for the environment, the learner's background, relevant inputs
- Emphasize success
- Collect information over a length of time

Requirements - Program

- Fit the capacity and infrastructure – e.g. respect volunteers
- Simple and transparent - to administer, to understand, to make use of
- Suitable for linking up with employers, educational institutions
- Province-wide but sensitive to local diversity

Domains

- Reading
- Writing
- Oral Communication
- Math
- Participation (Thinking Skills)
- Information Technology

- Four Levels

Competencies and Benchmarks

- Key Competencies
  - Those competencies that are of particular value, have multiple areas of usefulness and are needed by everyone
  - Fully portable
- Benchmarks
  - Leveled indicators used to measure progress toward competency
- Based on cognitive development theory
  - Reading and Writing Domain
  - Identifies the thinking processes that underlie the learning of essential competencies
  - Usually interrelated
  - Allow practitioner to note which thinking processes are strong and which ones can be developed

What Surprised you about the approach?

- Benchmarks are for the practitioner too - A map for practitioners
  - If there is something we want on the map, we can ask for it
- Most of us are doing a lot of this already – just a matter of alignment
- Not as onerous as I thought it might be
- Report to ministry would be at the end – other times to look at benchmarks is up to practitioner
- Good to be done over time (not every lesson)
- Can float from (through) levels as learner is perceived (fluid)
- Doesn't have to be linear

What is the core challenge?

- Being able to explain this in a way that is not threatening
  - Messaging and rationale will be very important
- Practitioners need to gain a comfort level that can be passed on to tutors
- Getting an easy to use tool or form to collate information about learners for reporting purposes
- To have consistency around each level and benchmark
  - Does it matter?
  - Issue of reliability
- Time
  - For professional development
  - For evaluating
  - For practitioner, learner, tutor
- Can we embed use of benchmarks and assessment in curriculum?
- What's an appropriate use and what isn't?
- Helps if quality of program is not going to be compared
- Many variables
  - Who does assessment?
  - What kind of tutor training?

Are we being realistic?

Yes, if:

- Practitioner can use a variety of tools
  - May not use benchmark system for all learners
- Practitioners can focus on what learner can do
- Some discretion is embedded
- We remain flexible
- We recognize that we cannot anticipate all of learner needs now
- We continuously learn about this
- We keep this growing
- We do not just focus on measurement
- We honour our values

About Using the Benchmark System

- As a guideline
  - Not all domains will be used with every learner
  - Not curriculum
- To think about what is being learned in the context of the learner's goals
  - Teach to the learners' goals; not the benchmarks
- To determine where a learner is at in a continuum
  - Likely in different places throughout the domains
- To think about what else might be learned
- To show progress
  - Practitioners will need to become familiar with the levels
  - Could use the checklist
  - Could use a variety of assessment tools

Recommendations from the Field Test

About the benchmarks

1. more simplicity and clarity in the design and layout of the benchmarks

- *two different formats for the benchmarks have been created. Both will be available online*

2. the addition of more examples and activities to support the benchmark and changes to some of the terms used so that the language is less technical

- *those benchmarks with particularly technical language have been revised; some examples and further explanation for some benchmarks have been developed*
- *introductory guidelines for using the benchmarks have been written*
- *the development of a manual with further explanations is a next activity*

3. additional benchmarks for English language learners

- *literacy practitioners should use the Canadian Language Benchmarks with ESL learners*
- *the benchmarks are one of a few options that practitioners can use as they work with learners*

4. the "Thinking Skills" domain be changed to "Strategies and Participation"

- *the Thinking Skills domain has been changed to Strategies and Participation.*
- *This domain is based on the Ground Up tool from the Carnegie Centre*

5. The lowest learners need another level

- *coordinators, instructors and tutors who find it difficult to place learners within the first level of the other five domains can look to the "Strategies and Participation" domain to begin working with their learners*

About Implementation

1. support in the form of training and increased financial resources

- *Literacy BC and Literacy Now have designed training and are developing a further strategy for training. The training will make specific recommendations about how to use the benchmarks with tutors*
- *To further follow up on this recommendation, the Ministry will need to allocate additional resources to support programs with implementation and continuous training*

2. The Ministry of Advanced Education and Labour Market Development communicate directly with CALP programs regarding how benchmark information will be collected, how it will be analyzed and used by the Ministry, and the relationship between the benchmarks and program evaluation

- *Ministry staff are developing reporting requirements and options for data collection in consultation with Literacy BC and Literacy Now*
- *the community benchmarks have been crosswalked with frameworks for delivery in the K-12, ABE and ESL systems*

	Avoidance Step One	Exposure Step Two	Engagement Step Three	Application Step Four	Looks for Challenge Step Five
Reading	I like to come to the program but I don't read or write. Listening and asking	I like to listen to others reading.	I like to pick up books and/or read the newspaper. I can identify my goals.	I volunteer to read aloud. May begin studying with lots of support.	Gets involved in a course or self-improvement activity that involves reading. Exhibits new confidence and independence.
Writing	I don't like to do any writing activities.	I like to sign in.	I can fill out forms and do other functional writing tasks.	I am interested in group and individual writing activities.	Gets involved in a course or self-improvement activity that involves writing.
Numeracy	I don't like to do any math activities.	I don't leave when the group is working on budgets, etc.	I would like to get help with math. I join in games and ask for worksheets.	I use math for daily tasks and enjoy games and problems.	...that involves math. Sees themselves capable of learning higher level math.
Computer Literacy	I don't like to go near computers.	I like to dictate stories or ask someone to find info on Internet	I can use the computer with lots of support.	I can use the computer on my own for basic word processing, email and internet searches.	Interested in using the computer creatively: making a poster, scanning, researching.
Discussion Skills	I don't like to participate.	I like to listen to discussions.	I listen and ask questions sometimes.	I listen to others, take turns, give opinions, encourage others.	Initiates discussions on important issues, seeks group opinions, summarizes, looks for actions.
Group Participation	I don't like groups – may ask for one on one.	I like to watch what the group is doing. I listen.	I come to groups and join in discussions.	I like to hear what others have to say in a group and to solve problems.	Volunteers for roles that assist the group.

Working with Learners

- What is the learner's goal?
- What activities will you use to work with him/her? What curriculum will you use?
- What domain/s will you work in?
- What level will you start at?
- What benchmarks are likely to be covered as learners goals are met?
- How will you assess these?

Mary has just walked into the store front learning centre. She is very interested in the computers and wants to know how to make banners. The tutor shows her how to do this. Mary comes to the centre two or three times a week and makes a banner. Then she colors it. She doesn't talk much to anyone.

One day, Mary writes a poem that she asks to read to the other people at the centre that day. When she has read her poem, people ask her some questions and she has a brief conversation about it.

Mary does not come back to the centre.

Reading Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Analyze	-match letters to sounds	-use a variety of strategies to figure out unfamiliar words in text and in isolation (e.g., word families, phonics, prediction)	-use appropriate strategies to figure out words with two or more syllables in text and in isolation (e.g., structural analysis)	-use appropriate strategies to figure out difficult words (e.g. word families, phonics, prediction, structural analysis)
	-recognize personal and social sight words in text and in isolation	-recognize high frequency sight words in text and in isolation	---------->	-recognize complex and technical words by sight ---------->
	-understand basic reading practices such as read from left to right and top to bottom	-describe the purpose of simple punctuation (e.g., capital letters, end punctuation)	-describe the purpose of the comma, colon, semicolon, apostrophes, brackets	-describe the purpose of various punctuation used in written English
	-locate specific information in predictable, functional, personally relevant, or repetitive text	-locate specific information in a single piece of text and/or document	-locate information in a book or a document, using appropriate strategies and graphic organizers (e.g., pictures, index, headings)	-locate and compare information in books, documents or on the internet
	-recall information in predictable text or retell a story	-use the organization of text to understand it (e.g., title, pictures, paragraphing)	-use the form and structure of poetry to understand it (e.g., rhymes, stanzas, haiku, limericks)	-use the form and structure of text to understand popular media (e.g., newspapers, magazines, online information)
Interpret	-use context cues (meaning and language) to figure out words in familiar text	-use context cues (meaning and language) to predict words and their meaning	-use context to determine meaning of difficult vocabulary	-use context to help determine the meaning of abstract words and figures of speech (e.g., metaphors, analogies)
	-use print or sound cues (phonics) to figure out unfamiliar words	---------->	-understand how a dictionary works	-use a dictionary to find meanings of unknown words
	-make a prediction and/or inference after listening to a fictional piece of text read by another person	-make inferences and predictions after reading a piece of fiction	-make inferences, predictions, and/or draw conclusions in a piece of text or document	-identify inferences and conclusions in text or document
	-identify the theme, after listening to a fictional piece of text read by another person	-identify the theme, after reading a piece of fiction	-identify and analyze features of themes conveyed through characters, actions and images	-identify universal themes in fiction (e.g., loss, sacrifice, heroism)
	-identify the main idea, after listening to a non-fictional piece of text read by another person	-identify the main idea, after reading a non-fictional piece of text	-state main idea, details, and sequence in a short, non-fictional piece of text	-summarize non-fictional text
	-relate text to prior knowledge, after listening to a piece of text	-relate text to prior knowledge, after reading a piece of text	---------->	---------->
	-identify the difference between fact and opinion, after listening to a passage read by another person	-identify the difference between fact and opinion after reading a non-fictional piece of text	-form opinions after reading a piece of text or document	-identify propaganda in popular media
Monitor	-understand that print has meaning and some personal application	make links to prior knowledge		
	-recognize when unable to understand text	-ask questions when unable to comprehend text and/ or graphic material	-ask questions when unable to understand text or graphic material	---------->
	-recognize when unable to figure out words (decode)	- identify that reading difficulties may be because reading material is not at the right level		
		-use appropriate strategies to assist comprehension and/or decoding difficulties (e.g., re-reading, context clues, looking at the title)	-initiate strategies to assist comprehension and decoding (e.g., re-reading, context clues, looking at the title, memory association techniques)	---------->

Reader increases automaticity and fluency ---------->

Text becomes increasingly difficult ---------->

Reading Benchmarks – Analyze

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Analyze	-match letters to sounds	-use a variety of strategies to figure out unfamiliar words in text and in isolation (e.g., word families, phonics, prediction)	-use appropriate strategies to figure out words with two or more syllables in text and in isolation (e.g., structural analysis)	-use appropriate strategies to figure out difficult words (e.g. word families, phonics, prediction, structural analysis)
	-recognize personal and social sight words in text and in isolation	-recognize high frequency sight words in text and in isolation	---------->	-recognize complex and technical words by sight ---------->
	-understand basic reading practices such as read from left to right and top to bottom	-describe the purpose of simple punctuation (e.g., capital letters, end punctuation)	-describe the purpose of the comma, colon, semicolon, apostrophes, brackets	-describe the purpose of various punctuation used in written English
	-locate specific information in predictable, functional, personally relevant, or repetitive text	-locate specific information in a single piece of text and/or document	-locate information in a book or a document, using appropriate strategies and graphic organizers (e.g., pictures, index, headings)	-locate and compare information in books, documents or on the internet
	-recall information in predictable text or retell a story	-use the organization of text to understand it (e.g., title, pictures, paragraphing)	-use the form and structure of poetry to understand it (e.g., rhymes, stanzas, haiku, limericks)	-use the form and structure of text to understand popular media (e.g., newspapers, magazines, online information)

Reading Benchmarks - Interpret

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Interpret	-use context cues (meaning and language) to figure out words in familiar text	-use context cues (meaning and language) to predict words and their meaning	-use context to determine meaning of difficult vocabulary	-use context to help determine the meaning of abstract words and figures of speech (e.g., metaphors, analogies)
	-use print or sound cues (phonics) to figure out unfamiliar words	---------->	-understand how a dictionary works	-use a dictionary to find meanings of unknown words
	-make a prediction and/or inference after listening to a fictional piece of text read by another person	-make inferences and predictions after reading a piece of fiction	-make inferences, predictions, and/or draw conclusions in a piece of text or document	-identify inferences and conclusions in text or document
	-identify the theme, after listening to a fictional piece of text read by another person	-identify the theme, after reading a piece of fiction	-identify and analyze features of themes conveyed through characters, actions and images	-identify universal themes in fiction (e.g., loss, sacrifice, heroism)
	-identify the main idea, after listening to a non-fictional piece of text read by another person	-identify the main idea, after reading a non-fictional piece of text	-state main idea, details, and sequence in a short, non-fictional piece of text	-summarize non-fictional text
	-relate text to prior knowledge, after listening to a piece of text	-relate text to prior knowledge, after reading a piece of text	---------->	---------->
	-identify the difference between fact and opinion, after listening to a passage read by another person	-identify the difference between fact and opinion after reading a non-fictional piece of text	-form opinions after reading a piece of text or document	-identify propaganda in popular media

Reading Benchmarks - Monitor

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Monitor	-understand that print has meaning and some personal application -recognize when unable to understand text -recognize when unable to figure out words (decode)	make links to prior knowledge -ask questions when unable to comprehend text and/or graphic material - identify that reading difficulties may be because reading material is not at the right level -use appropriate strategies to assist comprehension and/or decoding difficulties (e.g., re-reading, context clues, looking at the title)	-ask questions when unable to understand text or graphic material -initiate strategies to assist comprehension and decoding (e.g., re-reading, context clues, looking at the title, memory association techniques)	----------> ---------->

Reader increases automaticity and fluency ---------->
Text becomes increasingly difficult ---------->

Level 1 Reading Checklist

The text is short, personally relevant, predictable, repetitive, and often accompanied by illustrations. The text is often produced by the student (e.g., language experience stories).

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ANALYZE	Match letters to sounds Recognize personal and social sight words in text and in isolation Understand basic reading practices such as read from left to right and top to bottom Locate specific information in predictable, functional, personally relevant, or repetitive text Recall information from predictable text or retell a story			
INTERPRET	Use context cues (meaning and language) to figure out words in familiar text Uses print or sound cues (phonics) to figure out unfamiliar words Listen to someone read a piece of fiction and: • make inferences (read between the lines) • predict what might happen next • identify the most important idea (theme) Listen to someone read a piece of non-fiction and: • identify the main idea • identify the difference between fact and opinion Relate text to prior knowledge			
MONITOR	Understand that print has meaning and personal application Recognize when unable to understand text Recognize when unable to figure out words (decode)			

Level 2 Reading Checklist

The text is personally relevant and often accompanied by illustrations. It contains familiar and simple vocabulary and sentence patterns.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ANALYZE	Use a variety of strategies to figure out unfamiliar words (for example, word families, phonics, prediction) in text and in isolation Recognize high frequency sight words in text and in isolation Describe the purpose of simple punctuation (for example capital letters, periods, question marks, exclamation marks) Locate specific information in a text and/or document Use the organization of text to understand it (for example, title, pictures, paragraphing)			
INTERPRET	Use context clues (meaning and language) to predict words and their meaning Use print or sound cues (phonics) to figure out unfamiliar words *Read a piece of fiction and:* • make inferences. (read between the lines) • predict what might happen next • identify the theme *Read a piece of non-fiction and:* • identify the main idea • identify the difference between fact and opinion Relate text to prior knowledge			
MONITOR	Ask questions when unable to understand text or graphic material Identify that reading difficulties may be because reading material is not at the right level Use appropriate strategies to assist comprehension and/or decoding (for example, re-reading, context clues, looking at the title)			

Level 3 Reading Checklist

The text contains more compound and complex sentences, multi-syllabic words, and unfamiliar vocabulary.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ANALYZE	Use appropriate strategies to figure out words with two or more syllables (for example, structural analysis) in text and in isolation Recognize high frequency sight words Describe the purpose of the comma, colon, semicolon, apostrophe, bracket Locate information in a book or complex document using appropriate strategies and graphic organizers (for example, pictures, index, headings) Use the form and structure of poetry to understand it (for example rhymes, stanzas, haiku, limericks)			
INTERPRET	Use context to determine meaning of difficult vocabulary Understand how a dictionary works *Read a piece of text and/or document (fiction and/or non-fiction)and:* • make inferences (read between the lines) • predict what might come next • draw conclusions • form opinions Identify and analyze features of themes conveyed through characters, actions and images Identify the main idea, details, and sequence in a short piece of non-fiction			
MONITOR	Ask questions when unable to understand text or graphic material Initiate strategies to assist comprehension and decoding (for example, re-reading, context clues, looking at the title, memory association techniques)			

Level 4 Reading Checklist

The text contains compound and complex sentences, multi-syllabic words, unfamiliar vocabulary, and some abstract concepts.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ANALYZE	Use appropriate strategies to figure out difficult words (for example, word families, phonics, prediction, structural analysis) Recognize complex and technical words by sight Describe the purpose of various punctuation used in written English Locate and compare information in books, documents or on the internet Use the form and structure of text to understand popular media (for example, newspapers, magazines, online information)			
INTERPRET	Use context to help determine the meaning of abstract words and figures of speech (for example, metaphors, analogies) Use a dictionary to find meanings of unknown words Read a piece of text and/or document and: • identify inferences • identify conclusions Identify universal themes in fiction (for example, loss, sacrifice, heroism) Summarize non-fictional text Identify propaganda in popular media			
MONITOR	Ask questions when unable to understand text or graphic material Initiate strategies to assist comprehension and decoding (for example, re-reading, context clues, looking at the title, memory association techniques)			

Writing Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Attend	-understand the difference between oral and written language -print/ write individual words legibly and consistently -show awareness that grammar, punctuation, and spelling affect readers' understanding	----------> -use correct spacing between words and sentences -use capital letters and end punctuation (e.g., periods, questions marks and exclamation marks) -spell functional and high frequency sight words correctly -use correct subject/verb agreement	----------> -print/write legibly and consistently -use commas, quotations marks, and apostrophes -identify root words and add suffixes and prefixes correctly -use personal dictionary and structural analysis for spelling -use consistent verb tense	----------> ----------> -use more complex punctuation conventions. (e.g., parentheses, colons) - use personal dictionary, structural analysis and phonics to assist with spelling -use appropriate pronouns, prepositions, adjective and adverbs
Compose	*-show awareness that writing serves different purposes and audiences (e.g., difference between fiction and non-fiction, a flyer and an essay)* -show awareness that people use their own knowledge and outside sources of information to compose text -complete, with assistance, simple forms that require personal information (e.g., order and subscription forms) -copy words from printed material -complete frame sentences -create language experience stories	-understand how purpose and audience affect choice of topic -discuss and use own knowledge about a topic for writing purposes -use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing), with assistance -complete personal forms (e.g. cheques) -write simple and complete sentences (statement and question) -create lists, notes, short personal letters, e-mails, stories, and/ or journal entries, with assistance	-understand how purpose and audience affect choice of format, language, and tone -gather information on a specific topic from library and/ or internet -use imagination to develop writing topic -use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing) -complete complex forms. (for example, job application), with assistance -write compound sentences that use descriptive words -understand and use common formats such as personal letters, emails, journal entries, memos, short reports, stories - use basic paragraph structure.	-choose and use appropriate writing style for intended audience -gather information on a specific topic from a variety of sources -use imagination to develop a writing topic -choose and use an appropriate strategy to organize information (e.g. brainstorming, mapping, outlining) - understand and use conventional formats to write. (e.g., resume, business letter) -write sentences that use figures of speech and specialized vocabulary -choose and use a range of formats to communicate message. (e.g., memo, chart, graph, 3-4 paragraph composition, short report) -use appropriate transitions, conversation, variation in sentence length in composition -summarize a piece of text or document
Monitor	-understand that, even for experienced writers, writing is a process that involves revision and editing	-evaluate writing to determine if the writing achieves purpose and reaches audience -proofread for basic punctuation (eg: capitalization and end punctuation) -identify spelling errors and correct familiar words -proofread for subject/verb agreement	-revise, paying attention to clarity, organization, and voice -proofread for more complex punctuation. (e.g., commas, quotation marks, and apostrophes) -identify and correct non-standard spelling using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis) -proofread for consistent verb tense and subject/verb agreement	-revise, paying attention to development of ideas, clarity, organization, and voice -pay attention to spelling and punctuation, to minimize barriers to readers' comprehension ----------> -proofread for appropriate pronouns, prepositions, verb tense agreement

Writing Benchmarks – Attend

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Attend	-understand the difference between oral and written language	---------->	---------->	---------->
	-print/ write individual words legibly and consistently	-use correct spacing between words and sentences	-print/write legibly and consistently	---------->
	-show awareness that grammar, punctuation, and spelling affect readers' understanding	-use capital letters and end punctuation (e.g., periods, questions marks and exclamation marks)	-use commas, quotations marks, and apostrophes	-use more complex punctuation conventions. (e.g., parentheses, colons)
		-spell functional and high frequency sight words correctly	-identify root words and add suffixes and prefixes correctly	- use personal dictionary, structural analysis and phonics to assist with spelling
			-use personal dictionary and structural analysis for spelling	
		-use correct subject/verb agreement	-use consistent verb tense	-use appropriate pronouns, prepositions, adjective and adverbs

Writing Benchmarks – Compose

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Compose	-show awareness that writing serves different purposes and audiences (e.g., difference between fiction and non-fiction, a flyer and an essay) -show awareness that people use their own knowledge and outside sources of information to compose text -complete, with assistance, simple forms that require personal information (e.g., order and subscription forms) -copy words from printed material -complete frame sentences -create language experience stories	-understand how purpose and audience affect choice of topic -discuss and use own knowledge about a topic for writing purposes -use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing), with assistance -complete personal forms (e.g. cheques) -write simple and complete sentences (statement and question) -create lists, notes, short personal letters, e-mails, stories, and/or journal entries, with assistance	-understand how purpose and audience affect choice of format, language, and tone -gather information on a specific topic from library and/or internet -use imagination to develop writing topic -use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing) -complete complex forms. (for example, job application), with assistance -write compound sentences that use descriptive words -understand and use common formats such as personal letters, emails, journal entries, memos, short reports, stories - use basic paragraph structure.	-choose and use appropriate writing style for intended audience -gather information on a specific topic from a variety of sources -use imagination to develop a writing topic -choose and use an appropriate strategy to organize information (e.g. brainstorming, mapping, outlining) - understand and use conventional formats to write. (e.g., resume, business letter) -write sentences that use figures of speech and specialized vocabulary -choose and use a range of formats to communicate message. (e.g., memo, chart, graph, 3-4 paragraph composition, short report) -use appropriate transitions, conversation, variation in sentence length in composition -summarize a piece of text or document

Writing Bechmarks – Monitor

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Monitor	-understand that, even for experienced writers, writing is a process that involves revision and editing	-evaluate writing to determine if the writing achieves purpose and reaches audience	-revise, paying attention to clarity, organization, and voice	-revise, paying attention to development of ideas, clarity, organization, and voice
		-proofread for basic punctuation (eg: capitalization and end punctuation)	-proofread for more complex punctuation. (e.g., commas, quotation marks, and apostrophes)	-pay attention to spelling and punctuation, to minimize barriers to readers' comprehension
		-identify spelling errors and correct familiar words	-identify and correct non-standard spelling using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis)	---------->
		-proofread for subject/verb agreement	-proofread for consistent verb tense and subject/ verb agreement	-proofread for appropriate pronouns, prepositions, verb tense agreement

Increasing fluidity and practice---------->

Level 1 Writing Checklist

Writing is personally relevant and about familiar subjects. It is usually dictated.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ATTEND	Understand the differences between oral and written language Print/write individual words legibly and consistently Show awareness that grammar, punctuation, and spelling affect readers' understanding			
COMPOSE	Show awareness that writing serves different purposes and audiences (for example, difference between fiction and non-fiction, a flyer and a story) Show awareness that people use their knowledge and outside sources of information to compose text Complete, with assistance, simple forms that require personal information (for example, order and subscription forms) Copy words from printed material Complete frame sentences Create language experience stories			
MONITOR	Understand that, even for experienced writers, writing is a process that involves revision and editing			

Level 2 Writing Checklist

Writing is short, personal, functional and about familiar topics, and is developed with assistance. It contains familiar and simple vocabulary and sentence patterns.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ATTEND	Use correct spacing between words and sentences Use capital letters and end punctuation (for example, periods, questions marks and exclamation marks) Spell functional and high frequency sight words correctly Use correct subject/verb agreement			
COMPOSE	Understand how purpose and audience affect choice of topic Discuss and use own knowledge about a topic for writing purposes Use simple planning strategies to organize ideas on a familiar topic. (for example, brainstorming, mapping, webbing), with assistance Complete personal forms. (for example, cheques) Write simple and complete sentences (statement and question) Create lists, notes, short personal letters, e-mails, stories and/or journal entries, with assistance			
MONITOR	Evaluate writing to determine if the writing achieves purpose and reaches audience Proofread for basic punctuation. (for example, capitalization, end punctuation) Identify spelling errors and correct familiar words Proofread for subject/verb agreement			

Level 3 Writing Checklist

Writing contains some compound sentences and multi-syllabic words and is developed more independently. Topics can be less personal and familiar. Proof reading is performed with assistance.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ATTEND	Print/write legibly and consistently Use commas, quotations marks, and apostrophes Identify root words and add suffixes and prefixes correctly Use personal dictionary and structural analysis for spelling Use consistent verb tense			
COMPOSE	Understand how purpose and audience affect choice of format, language, and tone Gather information on a specific topic from library and/or internet Use imagination to develop writing topic Use planning strategies to organize ideas on a familiar topic (for example, brainstorming, mapping, webbing), Complete complex forms. (for example, job application), with assistance Write compound sentences that use descriptive words Understand and use common formats such as personal letters, emails, journal entries, memos, short reports, and stories Use basic paragraph structure			
MONITOR	Revise, paying attention to clarity, organization, and voice Proofread for more complex punctuation. (for example, commas, quotation marks, and apostrophes) Identify and correct non-standard spelling using resources and strategies (for example, spell-check, personal dictionaries, phonics, structural analysis) Proofread for consistent verb tense and subject/verb agreement			

Level 4 Writing Checklist

Writing contains more compound sentences and multi-syllabic words. Topics can be less personal and familiar. Composition is three to four paragraphs.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
ATTEND	Print/Write legibly and consistently Use more complex punctuation conventions. (for example, parentheses, colons) Use personal dictionary, structural analysis and phonics to assist with spelling Use appropriate pronouns, prepositions, adjective and adverbs			
COMPOSE	Choose and use appropriate writing style for intended audience Gather information on a specific topic from a variety of sources Use imagination to develop writing topic Choose and use an appropriate strategy to organize information, (for example, brainstorming, mapping, outlining) Understand and use conventional formats to write (for example, resume and business letter) Write sentences that use figures of speech and specialized vocabulary Choose and use a range of formats to communicate message. (for example, memo, chart, graph, 3-4 paragraph composition, short report) Use appropriate transitions, conversation, variation in sentence length in composition Summarize a piece of text or document			
MONITOR	Revise, paying attention to development of ideas, clarity, organization, and voice Pay attention to spelling and punctuation, to minimize barriers to readers' comprehension Proofread for appropriate pronouns, prepositions, verb tense agreement			

Math Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Number Sense	-understand and apply the concepts of counting by 2s, 5s, and 10s, up to 100 -solve 1- and 2-digit addition problems -solve 1- and 2-digit subtraction problems -use objects to represent commonly-used fractions. (for example, 1/2 a chocolate bar) -select the appropriate operation to solve problems involving addition and subtraction of whole numbers	-understand and apply the concepts of counting by 25s, 50s, and 100s to 1000 -solve 5-digit addition and subtraction problems -solve multiplication problems (3-digit by 1-digit numbers) -solve division problems (2-digit by 1-digit numbers) -represent and describe proper fractions concretely, pictorially, and with number symbols -understand the relationship between money and decimals -select the appropriate operation to solve problems using the four operations with whole numbers	-describe and represent whole numbers (up to 1,000,000) ----------> -solve multiplication problems (4-digit by 2-digit numbers) -solve division problems (4-digit by 2-digit numbers) -add and subtract fractions with common denominators -describe and represent decimals (tenths, hundredths, thousandths) -add and subtract decimals -convert common fractions to decimals and vice versa -solve real-world problems involving decimals and fractions	-demonstrate an understanding of percent concretely, pictorially, and symbolically ----------> ----------> ----------> -add and subtract fractions with unlike denominators -multiply and divide fractions with common denominators -multiply and divide decimals convert common fractions to decimals and percents and vice versa -solve real-world problems using fractions and decimals
Patterns and Relations	-describe, create, reproduce, and extend a repeating pattern, using manipulatives, diagrams, and/or actions (pattern can be from personal experience - schedules, architecture, gardens, quilts)	-describe, create, reproduce, and extend increasing and decreasing patterns, using manipulatives, diagrams, and/or actions. -identify and describe patterns found in tables and charts. (for example, multiplication tables) -solve addition and subtraction equations with one unknown variable (e.g., $6 + y = 12$)	-identify the pattern rule and make predictions -represent and describe patterns, using graphs and tables (for example, a number plus one, plus two, etc) -use simple one-step equations to solve problems with whole numbers (for example, $4c = 12$)	----------> ----------> ---------->
Shape and Space	-show awareness of how measurement is used in day-to-day activities -estimate familiar quantities (for example, length, volume, weight, time, temperature) -compare familiar quantities (for example, length, volume, weight, time, temperature) using informal comparative language and methods. (for example, big, bigger, biggest) -recognize, name, and describe common 2-D shapes. (for example square, circle, rectangle)	-measure length, perimeter, area, volume, weight, time, and temperature using common standard units -name, describe, compare, and classify a variety of 2D shapes and 3D objects (for example, polygons, prisms, pyramids)	-measure length, perimeter, area, volume, weight, time, and temperature with precision using common standard units -use formulas to measure the perimeter and area of rectangles and squares. -construct 2D shapes and 3D objects	-make common conversions (e.g. miles to kilometers, pounds to kilograms) -use formulas to calculate the area and perimeter of parallelograms, triangles, circles, and quadrilaterals -construct 2D shapes and 3D objects that meet certain criteria
Statistics and Probability		-collect, organize and record data about self and others, or familiar subjects (for example, charts, webs, Venn diagram) -describe the likelihood of an outcome, using probability vocabulary such as impossible, possible, against the odds.	-choose and use an appropriate method for collecting data to answer a question. (e.g., questionnaire, experiment, observation) Create a bar graph to represent data	-choose and use the most appropriate method to display and analyze data (for example, circle graphs, scatter plots, stem and leaf plots)

Math Benchmarks – Number Sense

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Number Sense	-understand and apply the concepts of counting by 2s, 5s, and 10s, up to 100	-understand and apply the concepts of counting by 25s, 50s, and 100s to 1000	-describe and represent whole numbers (up to 1,000,000)	-demonstrate an understanding of percent concretely, pictorially, and symbolically
	-solve 1- and 2-digit addition problems -solve 1- and 2-digit subtraction problems	-solve 5-digit addition and subtraction problems	---------->	---------->
		-solve multiplication problems (3-digit by 1-digit numbers)	-solve multiplication problems (4-digit by 2-digit numbers)	---------->
		-solve division problems (2-digit by one-digit numbers)	-solve division problems (4-digit by 2-digit numbers)	---------->
	-use objects to represent commonly-used fractions. (for example, 1/2 a chocolate bar)	-represent and describe proper fractions concretely, pictorially, and with number symbols	-add and subtract fractions with common denominators	-add and subtract fractions with unlike denominators -multiply and divide fractions with common denominators
		-understand the relationship between money and decimals	-describe and represent decimals (tenths, hundredths, thousandths)	
			-add and subtract decimals	-multiply and divide decimals
	-select the appropriate operation to solve problems involving addition and subtraction of whole numbers	-select the appropriate operation to solve problems using the four operations with whole numbers	-convert common fractions to decimals and vice versa -solve real-world problems involving decimals and fractions	convert common fractions to decimals and percents and vice versa -solve real-world problems using fractions and decimals

Math Benchmarks – Patterns and Relations

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Patterns and Relations	-describe, create, reproduce, and extend a repeating pattern, using manipulatives, diagrams, and/or actions (pattern can be from personal experience - schedules, architecture, gardens, quilts)	-describe, create, reproduce, and extend increasing and decreasing patterns, using manipulatives, diagrams, and/or actions. -identify and describe patterns found in tables and charts. (for example, multiplication tables) -solve addition and subtraction equations with one unknown variable (e.g., $6 + y = 12$)	-identify the pattern rule and make predictions -represent and describe patterns, using graphs and tables (for example, a number plus one, plus two, etc) -use simple one-step equations to solve problems with whole numbers (for example, $4c = 12$)	----------> ----------> ---------->

Math Benchmarks – Shape and Space

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Shape and Space	-show awareness of how measurement is used in day-to-day activities -estimate familiar quantities (for example, length, volume, weight, time, temperature) -compare familiar quantities (for example, length, volume, weight, time, temperature) using informal comparative language and methods. (for example, big, bigger, biggest) -recognize, name, and describe common 2-D shapes. (for example square, circle, rectangle)	-measure length, perimeter, area, volume, weight, time, and temperature using common standard units -name, describe, compare, and classify a variety of 2D shapes and 3D objects (for example, polygons, prisms, pyramids)	-measure length, perimeter, area, volume, weight, time, and temperature with precision using common standard units -use formulas to measure the perimeter and area of rectangles and squares. -construct 2D shapes and 3D objects	-make common conversions (e.g. miles to kilometers, pounds to kilograms) -use formulas to calculate the area and perimeter of parallelograms, triangles, circles, and quadrilaterals -construct 2D shapes and 3D objects that meet certain criteria

Math Benchmarks – Statistics and Probability

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Statistics and Probability		-collect, organize and record data about self and others, or familiar subjects (for example, charts, webs, Venn diagram) -describe the likelihood of an outcome, using probability vocabulary such as impossible, possible, against the odds.	**-choose and use an appropriate method for collecting data to answer a question. (e.g., questionnaire, experiment, observation)** Create a bar graph to represent data	-choose and use the most appropriate method to display and analyze data (for example, circle graphs, scatter plots, stem and leaf plots)

Level 1 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
NUMBER SENSE	Understand and apply the concepts of counting by 2s, 5s, and 10s, up to 100 Solve 1- and 2-digit addition problems Solve 1- and 2-digit subtraction problems Use objects to represent commonly-used fractions. (for example, 1/2 a chocolate bar) Select the appropriate operation to solve problems involving addition and subtraction of whole numbers			
PATTERNS and RELATIONS	Describe, create, reproduce, and extend a repeating pattern, using manipulatives, diagrams, and/or actions (Pattern can be from personal experience – schedules, architecture, gardens, quilts)			
SHAPE AND SPACE	Show awareness of how measurement is used in day-to-day activities Estimate familiar quantities (for example, length, volume, weight, time, temperature) Compare familiar quantities (for example, length, volume, weight, time, temperature) using informal comparative language and methods. (for example, big, bigger, biggest) Recognize, name, and describe common 2-D shapes. (for example square, circle, rectangle)			

Level 2 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
NUMBER SENSE	Understand and apply the concepts of counting by 25s, 50s, and 100s to 1000 Solve 5-digit addition and subtraction problems Solve multiplication problems (3-digit by 1-digit numbers) Solve division problems (2-digit by one-digit numbers) Represent and describe proper fractions concretely, pictorially, and with number symbols Understand the relationship between money and decimals Select the appropriate operation to solve problems using the four operations with whole numbers.			
PATTERNS AND RELATIONS	Describe, create, reproduce, and extend increasing and decreasing patterns, using manipulatives, diagrams, and/or actions. Identify and describe patterns found in tables and charts. (for example, multiplication tables) Solve addition and subtraction equations with one unknown variable (e.g., $6 + y = 12$)			
SHAPE AND SPACE	Measure length, perimeter, area, volume, weight, time, and temperature using common standard units Name, describe, compare, and classify a variety of 2D shapes and 3D objects (for example, polygons, prisms, pyramids)			
STATISTICS AND PROBABILITY	Collect, organize and record data about self and others, or familiar subjects (for example, charts, webs, Venn diagram) Describe the likelihood of an outcome, using probability vocabulary such as impossible, possible, against the odds.			

Level 3 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
NUMBER SENSE	Describe and represent whole numbers (up to 1,000,000) Solve multiplication problems (4-digit by 2-digit numbers) Solve division problems (4-digit by 2-digit numbers) Add and subtract fractions with common denominators Describe and represent decimals (tenths, hundredths, thousandths) Add and subtract decimals Convert common fractions to decimals and vice versa Solve real-world problems involving decimals and fractions			
PATTERNS AND RELATIONS	Identify the pattern rule and make predictions Represent and describe patterns, using graphs and tables (for example, a number plus one, plus two, etc) Use simple one-step equations to solve problems with whole numbers (for example, $4c = 12$)			
SHAPE AND SPACE	Measure length, perimeter, area, volume, weight, time, and temperature with precision using appropriate standard units Use formulas to measure the perimeter and area of rectangles and squares. Construct 2D and 3D shapes			
STATISTICS AND PROBABILITY	Choose and use an appropriate method for collecting data to answer a question (for example, questionnaire, experiment, observation) Create a bar graph to represent data			

Level 4 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
NUMBER SENSE	Demonstrate an understanding of percent concretely, pictorially, and symbolically Solve addition, subtraction, multiplication, division problems Add and subtract fractions with unlike denominators Multiply and divide fractions with common denominators Multiply and divide decimals Convert common fractions to decimals and percents and vice versa Solve real-world problems using fractions and decimals			
PATTERNS AND RELATIONS	Identify pattern rules and make predictions Represent and describe patterns, using graphs and tables Use simple one-step equations to solve problems with whole numbers			
SHAPE AND SPACE	Make common conversions (for example, miles to kilometers, pounds to kilograms) Use formulas to calculate the area and perimeter of parallelograms, triangles, circles, and quadrilaterals Construct 2D shapes and 3D objects that meet certain criteria			
STATISTICS AND PROBABILITY	Choose and use the most appropriate method to display and analyze data (for example, circle graphs, scatter plots, stem and leaf plots)			

Oral Communication Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Comprehend	-understand a variety of commonly used words -recognize the importance of active listening -listen to and retell simple information	-understand some idioms and more developed vocabulary -draw conclusions -retell information that contains some detail	-understand many idioms and relevant specialized vocabulary -listen and evaluate information -listen and identify main idea; list key points	-understand complex vocabulary, figurative language, and specialized vocabulary -identify assumptions in oral communications -synthesize information
Generate	-show awareness that spoken language serves different purposes, audiences, and contexts -provide basic personal information -listen and respond in a familiar setting with a familiar audience, e.g. in a class, with family, or with a tutor -use familiar vocabulary -show awareness of basic oral communication conventions. (e.g., volume, tone, facial expressions, body language)	-understand how spoken language serves different purposes, audiences, and contexts -ask for information in a group setting or from another person -listen, respond and provide information in a less familiar setting, for example, at the bank or the grocery store -use familiar vocabulary, basic grammar, some idioms -use appropriate volume, tone, pace, and eye contact (unless it is not culturally appropriate to do so)	-understand how purpose and audience will affect the way that information is selected and organized -communicate to persuade in one-to-one or group settings -listen, respond, and provide information in some unfamiliar situations and unpredictable contexts, e.g. at a child's school -use specialized vocabulary for specific contexts (e.g. for work or in specific community settings) ---------->	-understand how purpose and audience affect choice of delivery (e.g., dialogue, speech, personal story, powerpoint) -communicate to advocate for self, family, and friends in one-to-one and group settings -communicate clearly in unfamiliar and/or unpredictable situations -use precise and some figurative language, complex grammatical forms -use appropriate speaking techniques. (e.g., example, effective volume, pitch, tone and gestures)
Interact	-understand that communication is a two-way process -participate by observing and listening in a class, other familiar group setting, or with another person -open and close conversations	-listen to another person's point of view -show increased participation in a group or one to one situations, sometimes asking questions and offering opinions or suggestions -allow others to speak and wait for own turn to speak	-show awareness of diversity (gender, social, cultural differences) and its affect on communication -recognize own biases and values -encourage and assist others to participate in a group -engage in extended conversation with another familiar person -provide opinions and suggestions -encourage others to speak and take on challenges	-analyze the effects of diversity on communication -actively engage in and facilitate group discussion or conversations with one or two others -negotiate with others to resolve conflicts and reach agreement
Monitor	-alert to problems in communication and respond appropriately, e.g., ask speaker to repeat information	-ask questions to clarify meaning	-paraphrase to clarify meaning	-use advanced paraphrasing and questioning to clarify meaning

Oral Communication Benchmarks – Comprehend

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Comprehend	-understand a variety of commonly used words -recognize the importance of active listening -listen to and retell simple information	-understand some idioms and more developed vocabulary -draw conclusions -retell information that contains some detail	-understand many idioms and relevant specialized vocabulary -listen and evaluate information -listen and identify main idea; list key points	-understand complex vocabulary, figurative language, and specialized vocabulary -identify assumptions in oral communications -synthesize information

Oral Communication Benchmarks – Generate

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Generate	-show awareness that spoken language serves different purposes, audiences, and contexts -provide basic personal information -listen and respond in a familiar setting with a familiar audience, e.g. in a class, with family, or with a tutor -use familiar vocabulary -show awareness of basic oral communication conventions. (e.g., volume, tone, facial expressions, body language)	-understand how spoken language serves different purposes, audiences, and contexts -ask for information in a group setting or from another person -listen, respond and provide information in a less familiar setting, for example, at the bank or the grocery store -use familiar vocabulary, basic grammar, some idioms -use appropriate volume, tone, pace, and eye contact (unless it is not culturally appropriate to do so)	-understand how purpose and audience will affect the way that information is selected and organized -communicate to persuade in one-to-one or group settings -listen, respond, and provide information in some unfamiliar situations and unpredictable contexts, e.g. at a child's school -use specialized vocabulary for specific contexts (e.g. for work or in specific community settings) ——————————>	-understand how purpose and audience affect choice of delivery (e.g., dialogue, speech, personal story, powerpoint) -communicate to advocate for self, family, and friends in one-to-one and group settings -communicate clearly in unfamiliar and/or unpredictable situations -use precise and some figurative language, complex grammatical forms -use appropriate speaking techniques. (e.g., example, effective volume, pitch, tone and gestures)

Oral Communication Benchmarks – Interact

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Interact	-understand that communication is a two-way process	-listen to another person's point of view	-show awareness of diversity (gender, social, cultural differences) and its affect on communication -recognize own biases and values	-analyze the effects of diversity on communication
	-participate by observing and listening in a class, other familiar group setting, or with another person	-show increased participation in a group or one to one situations, sometimes asking questions and offering opinions or suggestions	-encourage and assist others to participate in a group -engage in extended conversation with another familiar person -provide opinions and suggestions	-actively engage in and facilitate group discussion or conversations with one or two others
	-open and close conversations	-allow others to speak and wait for own turn to speak	-encourage others to speak and take on challenges	-negotiate with others to resolve conflicts and reach agreement

Oral Communication Benchmarks - Monitor

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Monitor	-alert to problems in communication and respond appropriately, e.g., ask speaker to repeat information	-ask questions to clarify meaning	-paraphrase to clarify meaning	-use advanced paraphrasing and questioning to clarify meaning

Level 1 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
COMPREHEND	Understand a variety of commonly used words Recognize the importance of active listening Listen to and retell simple information			
GENERATE	Show awareness that spoken language serves different purposes, audiences, and contexts Provide basic personal information Listen and respond in a familiar setting with a familiar audience (for example, in a class, with family or with a tutor) Use familiar vocabulary Show awareness of basic oral communication conventions. (for example, volume, tone, facial expressions, body language)			
INTERACT	Understand that communication is a two-way process Participate by observing and listening in a class, other familiar group setting, or with another person Open and close conversations			
MONITOR	Ask speaker to repeat information, when message is not understood			

Level 2 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
COMPREHEND	Understand some idioms and more developed vocabulary Listen and: • draw conclusions. • retell information that contains some detail			
GENERATE	Understand how spoken language serves different purposes, audiences, and contexts Communicate: • to ask for information in a group setting or with another person • in a less familiar setting with an unfamiliar audience (for example, at the bank or grocery store) • by using familiar vocabulary, basic grammar, some idioms Use appropriate volume, tone, pace, and eye contact (unless it is not culturally appropriate to do so)			
INTERACT	Listen to other person's point of view Show increased participation in a group or one to one situations, sometimes asking questions and offering opinions or suggestions Allow others to speak and wait for own turn to speak			
MONITOR	Ask questions to clarify meaning			

Level 3 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
COMPREHEND	Understand many idioms and relevant specialized vocabulary Listen and: • Evaluate information • Identify main idea and list key points			
GENERATE	Understand how purpose and audience affect how information is selected and organized Communicate: • to persuade in one-to-one or group settings • in some unfamiliar situations and unpredictable contexts (for example at a child's school) • by using specialized vocabulary (for example for work or in specific community settings) • by using appropriate pace, tone, volume and facial expressions			
INTERACT	Show awareness of diversity (for example, gender, social, and cultural differences) and its affect on communication Recognize own biases and values Encourage and assist others to participate in a group Engage in extended conversation with another familiar person Provide opinions and suggestions Encourage others to speak and take on challenges			
MONITOR	Paraphrase to clarify meaning.			

Level 4 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
COMPREHEND	Understand complex vocabulary, figurative language, and specialized vocabulary Listen and: • identify assumptions • synthesize information			
GENERATE	Understand how purpose and audience affect choice of delivery. (for example, dialogue, speech, personal story, powerpoint) Communicate: • to advocate for self, family, and friends in one-to-one and group settings • clearly in unfamiliar situations or in unpredictable situations • by using precise and some figurative language and complex grammatical forms • by using appropriate speaking techniques (for example, effective volume, pitch, tone and gestures)			
INTERACT	Analyze the effects of diversity on communication Actively engage in and facilitate group discussion or conversations with one or two others Negotiate with others to resolve conflicts and reach agreement			
MONITOR	Use advanced paraphrasing and questioning to clarify meaning			

Information Technology Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communicate	-use and understand basic technology vocabulary, (e.g., monitor, keyboard, printer)	-use and understand vocabulary related to keyboarding, (e.g., enter key, delete, backspace)	-use and understand very specific technology vocabulary (e.g., hard drive, software, search engines)	-use and understand a broad range of vocabulary related to computer use
	-show awareness of the computer as a communication tool (can be used to lay out and store written text, or to send and receive emails)	-use basic e-mail skills with assistance (e.g., create an email account, send an email)	-use email skills independently	-use and manage email program features (e.g., add attachments, make contact lists, save to folders, delete)
		-create documents with assistance	-create documents independently	-use various features of document programs (e.g., create folders, edit and format tools)
	-use the mouse	-use the keyboard; begin typing	-comfortable with keyboard use	---------->
Find information	-show awareness of the computer as a source of information (ask someone to find information on the internet)	-choose and use appropriate research tools and resources to access information, with assistance	-perform basic search techniques to access and locate information independently (e.g. use a search engine like Google or Yahoo)	-use more refined search techniques to access information (e.g. look through internet sites, revise key word searches)
Monitor	-show understanding of how internet is created and how information is put there	-understand potential for varying degrees of accuracy and bias in internet information	-recognize fact and opinion in internet information	-evaluate information from internet for accuracy and bias
		-understand and use practices for internet safety (e.g., use of credit card, provision of personal information)	-understand and use email etiquette (e.g., some messages do not need to go to everyone on a list, chain mail may not be appreciated by everyone)	-understand virus protection and how to use it

IT Benchmarks - Communicate

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communicate	-use and understand basic technology vocabulary, (e.g., monitor, keyboard, printer)	-use and understand vocabulary related to keyboarding, (e.g., enter key, delete, backspace)	-use and understand very specific technology vocabulary (e.g., hard drive, software, search engines)	-use and understand a broad range of vocabulary related to computer use
	-show awareness of the computer as a communication tool (can be used to lay out and store written text, or to send and receive emails)	-use basic e-mail skills with assistance (e.g., create an email account, send an email)	-use email skills independently	-use and manage email program features (e.g., add attachments, make contact lists, save to folders, delete)
		-create documents with assistance	-create documents independently	-use various features of document programs (e.g., create folders, edit and format tools)
	-use the mouse	-use the keyboard; begin typing	-comfortable with keyboard use	---------->

IT Benchmarks – Find Information

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Find information	-show awareness of the computer as a source of information (ask someone to find information on the internet)	-choose and use appropriate research tools and resources to access information, with assistance	-perform basic search techniques to access and locate information independently (e.g. use a search engine like Google or Yahoo)	-use more refined search techniques to access information (e.g. look through internet sites, revise key word searches)

IT Benchmarks - Monitor

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Monitor	-show understanding of how internet is created and how information is put there	-understand potential for varying degrees of accuracy and bias in internet information -understand and use practices for internet safety (e.g., use of credit card, provision of personal information)	-recognize fact and opinion in internet information -understand and use email etiquette (e.g., some messages do not need to go to everyone on a list, chain mail may not be appreciated by everyone)	-evaluate information from internet for accuracy and bias -understand virus protection and how to use it

Level 1 Information Technology Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
Communicate	Use and understand basic technology vocabulary, (for example, monitor, keyboard, printer) Show awareness of the computer as a communication tool (can be used to lay out and store written text, or to send and receive emails) Use the mouse			
Find information	Show awareness of the computer as a source of information (ask someone to find information on the internet)			
Monitor	Show understanding of how internet is created and how information is put there			

Level 2 Information Technology Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
Communicate	Use and understand vocabulary related to keyboarding, (for example, enter key, delete, backspace) Use basic e-mail skills with assistance (for example, create an email account, send an email) Create documents with assistance Use the keyboard; begin typing			
Find information	Choose and use appropriate research tools and resources to access information, with assistance			
Monitor	Understand potential for varying degrees of accuracy and bias in internet information Understand and use practices for internet safety (for example, use of credit card, provision of personal information)			

Level 3 Information Technology Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
Communicate	Use and understand very specific technology vocabulary (for example, hard drive, software, search engines) Use email skills independently Create documents independently Comfortable with keyboard use			
Find information	Perform basic search techniques to access and locate information independently (for example, use a search engine like Google or Yahoo)			
Monitor	Recognize fact and opinion in internet information Understand and use email etiquette (for example, some messages do not need to go to everyone on a list, chain mail may not be appreciated by everyone)			

Level 4 Information Technology

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
Communicate	Use and understand a broad range of vocabulary related to computer use Use and manage email program features (for example, add attachments, make contact lists, save to folders, delete) Use various features of document programs (for example, create folders, edit and format tools) Comfortable with keyboard use			
Find information	Use more refined search techniques to access information (for example, look through internet sites, revise key word searches)			
Monitor	Evaluate information from internet for accuracy and bias Understand virus protection and how to use it			

Strategies and Participation Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Set Goals	-recognize value of goal-setting in both personal and learning contexts -identify a personal goal	-identify a goal and break it into steps	-identify challenges that make it difficult to reach goal or to get to next step -apply strategies to minimize impact of challenges to reaching a goal	-identify learning style and strengths that support attainment of steps and goals
Organize	-demonstrate basic organizational skills in learning and personal contexts	-understand and apply techniques for managing time and organizing daily life (learning and personal contexts)	-use more advanced time and daily life management techniques	-understand and apply advanced time and daily life management techniques
Problem Solve	-acknowledge and identify problems related to self, family, community, school, and/or work	-use basic problem-solving techniques to address problems. (e.g., brainstorming and prioritizing)	-use more complex problem solving-techniques to resolve problems. (e.g., lateral thinking, finding appropriate resources - people with more knowledge & experience, creating "what if" scenarios)	-put personal problems into a larger context, and examine root causes of problems. (e.g., difficulties finding a job might be due to local or regional economic conditions)
Reflect	-understand the importance of reflection	-critically analyze one's actions – (eg: what worked to achieve goal and what did not)	-identify and analyze beliefs, values, and attitudes of self and others	-identify and analyze assumptions made by self and by others
Engagement	-listen to stories and conversation; observe interactions in groups or observe tutor perform a task	-choose reading material (books, newspapers, comics, horoscopes) -ask for specific learning activities	-volunteer to take part in activities -begin to study independently but with support	-initiate activities beyond the class or the tutor relationship, such as take a course, attend a meeting, join a club

Expanded Explanations

Organize: These benchmarks are about the ability to manage one's time and circumstances to meet personal goals and complete tasks. Increased skills in this area have to do with applying techniques to increasingly difficult tasks, inasmuch as they have to do with learning new organizational skills.

Level 1: Basic organizational skills for learning includes having books, pens, pencils and other equipment required for tutor session or class. This might mean that a special bag is kept for the purpose of carrying these things, or that a specific place at home is identified where these things are always kept. Organizational skills for personal contexts might include leaving keys consistently in the same place when not using them or making a list of things to do.
Level 2: Basic time management techniques includes things like prioritizing activities, setting alarm clock to provide enough time for getting ready for an appointment, making lists.
Level 3: More advanced time/daily life management includes things like: breaking down tasks that need to be done over a longer period of time; identifying when a task is beyond one's own control to get done
Level 4: Advanced time/daily life management techniques includes developing work plans, setting dates for each stage of a complex task, keeping track of resources being used (books borrowed) and paperwork (making use of binders and other organization aids)

Strategies and Participation Benchmarks – Set Goals

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Set Goals	-recognize value of goal-setting in both personal and learning contexts -identify a personal goal	-identify a goal and break it into steps	-identify challenges that make it difficult to reach goal or to get to next step -apply strategies to minimize impact of challenges to reaching a goal	-identify learning style and strengths that support attainment of steps and goals

Strategies and Participation Benchmarks – Organize

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Organize	-demonstrate basic organizational skills in learning and personal contexts	-understand and apply techniques for managing time and organizing daily life (learning and personal contexts)	-use more advanced time and daily life management techniques	-understand and apply advanced time and daily life management techniques

Strategies and Participation Benchmarks – Problem Solve

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Problem Solve	-acknowledge and identify problems related to self, family, community, school, and/or work	-use basic problem-solving techniques to address problems. (e.g., brainstorming and prioritizing)	-use more complex problem solving-techniques to resolve problems. (e.g., lateral thinking, finding appropriate resources - people with more knowledge & experience, creating "what if" scenarios)	-put personal problems into a larger context, and examine root causes of problems. (e.g., difficulties finding a job might be due to local or regional economic conditions)

Strategies and Participation Benchmarks – Reflect

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Reflect	-understand the importance of reflection	-critically analyze one's actions – (eg: what worked to achieve goal and what did not)	-identify and analyze beliefs, values, and attitudes of self and others	-identify and analyze assumptions made by self and by others

Strategies and Participation Benchmarks – Engagement

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Engagement	-listen to stories and conversation; observe interactions in groups or observe tutor perform a task	-choose reading material (books, newspapers, comics, horoscopes) -ask for specific learning activities	-volunteer to take part in activities -begin to study independently but with support	-initiate activities beyond the class or the tutor relationship, such as take a course, attend a meeting, join a club

USING THE BENCHMARKS

FICTIONAL LEARNER SCENARIOS:

"HENRY"

"PETER"

"LARVARRE"

"HENRY"

Activity #1:

Read the following case study and discuss how you would teach Henry, a Level 1 reader. Jot down some activities that you would include in your lesson plan.

Henry is 70 years old. He has never been to school since in northern Saskatchewan, where he grew up, he lived too far away from the school that he was eligible to attend.

He can not read at all and is struggling to learn "the letters". He has developed a signature but can not write beyond that.

He just wants to learn to read, finally. He has made a good living for himself as a logger. He owns his business, including a mill, which he designed and built.

He has brought some books that he wishes to read – cowboy stories recommended to him by his brother-in-law.

He is very shy and avoids most social situations outside of his family since he worries that he does not know enough words to express what he wants to say well. He thinks that he may say the wrong thing. Also, his only source of information is from TV and what he hears people say. He knows that these sources may not always be correct – that there are other sides to things. When it comes to world affairs, scientific things or various philosophies, he doesn't feel that he knows enough to participate in conversation.

He would like to travel more but is worried about getting lost. He cannot read the road signs or a map. He only goes places where he has been before and if he has to pass through a city, he does that early in the morning when the traffic is light.

Activity #2: As a group, decide which benchmarks would be covered in Henry's lessons.

Level 1 Benchmarks

PROCESS	BENCHMARK
ANALYZE	Match letters to sounds Recognize personal and social sight words in text and in isolation Understand basic reading practices such as read from left to right and top to bottom Locate specific information in predictable, functional, personally relevant, or repetitive text Recall information from predictable text or retell a story
INTERPRET	Use context cues (meaning and language) to figure out words in familiar text Uses print or sound cues (phonics) to figure out unfamiliar words *Listen to someone read a piece of fiction and:* • make inferences (read between the lines) • predict what might happen next • identify the most important idea (theme) *Listen to someone read a piece of non-fiction and:* • identify the main idea • identify the difference between fact and opinion Relate text to prior knowledge
MONITOR	Understand that print has meaning and personal application Recognize when unable to understand text Recognize when unable to figure out words (decode)

Activity #3: As a group, decide how you would assess these benchmarks.

BENCHMARK	How would I assess benchmark?
Match letters to sounds Recognize personal and social sight words in text and in isolation Understand basic reading practices such as read from left to right and top to bottom Locate specific information in predictable, functional, personally relevant, or repetitive text Recall information from predictable text or retell a story	
Use context cues (meaning and language) to figure out words in familiar text Uses print or sound cues (phonics) to figure out unfamiliar words *Listen to someone read a piece of fiction and:* • make inferences (read between the lines) • predict what might happen next • identify the most important idea (theme) *Listen to someone read a piece of non-fiction and:* • identify the main idea • identify the difference between fact and opinion Relate text to prior knowledge	
Understand that print has meaning and personal application Recognize when unable to understand text Recognize when unable to figure out words (decode)	

"PETER"

Activity #2:

Read the following case study and discuss how you would teach Peter, a Level 1 writer. Jot down some activities that you would include in your lesson plan.

Peter has been referred to the literacy program by his counselor, who he was seeing because he is so angry and frustrated. He works with his wife in a small retail business and is frustrated by his inability to take messages when he has to answer the phone. As a result, he doesn't want to be in the store by himself. He is 27 years old.

He left school when he was in grade 7 because he simply couldn't stand to be there anymore. He didn't understand what was going on most of the time and felt so inadequate because he didn't read well and did not write at all.

He does not want to do math since he has never been able to do it very well. He lost a couple of jobs with construction companies because he could not do the measuring accurately.

Peter participates in family activities, has a network of friends and enjoys a church group. He likes to watch the Discovery Channel and remembers almost all of what he sees there. He likes to discuss the ideas that he hears about on the interesting shows that he watches. He learns a lot by listening to his friends and to the church services. He can read quite difficult pieces of text but doesn't always remember the meaning of what he's reading, particularly in longer text. He doesn't read for pleasure.

Peter will write only the simplest of sentences and prefers not to write at all. He cannot express the things he would like to because he cannot spell most of the words – even those that are phonetically regular. Though he is a very capable story teller, he doesn't know where to begin in order to write something down. He is unable to fill out cheques and carries a list of numbers in word form in case he needs to refer to them when doing business for the store.

As a group, decide which benchmarks would be covered in Peter's lessons.

Level 1 Benchmarks

Writing is personally relevant and about familiar subjects. It is usually dictated.

PROCESS	BENCHMARK
ATTEND	Understand the differences between oral and written language Print/write individual words legibly and consistently Show awareness that grammar, punctuation, and spelling affect readers' understanding
COMPOSE	Show awareness that writing serves different purposes and audiences (for example, difference between fiction and non-fiction, a flyer and a story) Show awareness that people use their knowledge and outside sources of information to compose text Complete, with assistance, simple forms that require personal information (for example, order and subscription forms) Copy words from printed material Complete frame sentences Create language experience stories
MONITOR	Understand that, even for experienced writers, writing is a process that involves revision and editing

As a group, decide how you would assess these benchmarks.

BENCHMARK	How would I assess benchmark?
Understand the differences between oral and written language Print/write individual words legibly and consistently Show awareness that grammar, punctuation, and spelling affect readers' understanding	
Show awareness that writing serves different purposes and audiences (for example, difference between fiction and non-fiction, a flyer and a story) Show awareness that people use their knowledge and outside sources of information to compose text Complete, with assistance, simple forms that require personal information (for example, order and subscription forms) Copy words from printed material Complete frame sentences Create language experience stories	
Understand that, even for experienced writers, writing is a process that involves revision and editing	

" LAVARRE "

Activity #3:

Read the following case study and discuss how you would teach Lavarre. Jot down some activities that you would include in your lesson plan.

Lavarre has a lifelong hearing problem that has affected his language and literacy development, but hearing aids help and make it possible for him to hear. He also reads lips. Although he graduated from high school, he did so as a special education student and doesn't feel like he learned much – he has lots of gaps in content knowledge and vocabulary that others would have learned by listening. Lavarre has a job that he likes doing maintenance at the baseball stadium. He also works with a tap dance group for youth. His reasons for starting to work with a tutor are:

- to be able to talk about world events with his co-workers and friends
- to communicate better with his family and others (he is part of a men's group looking at anger issues and communication)
- to communicate better with the youth in the dance group

Lavarre talks about how his hearing impairment affects his ability to communicate and about the strategies he's learned to use to compensate for his disability. He gets frustrated very quickly because hanging in with a conversation or listening to the radio takes a lot of effort. He tunes out - sometimes literally.

As a group, decide which domain, level and benchmarks would be covered in Lavarre's lessons.

As a group, decide how you would assess these benchmarks.

COMPARING BENCHMARKS ACROSS SECTORS

BC Benchmarks	Essential Skills	IALLS	OECD Definition and Selection of Key Competencies
Reading	Reading Text	Written Communications (reading text, reading documents, writing)	Use tools interactively (language, technology)
	Document Use		
Writing	Writing		
Math	Numeracy	Numeracy	
Information Technology	Computer Use		
Oral Communication	Oral Communication	Oral Communications (speaking, listening)	Interact in heterogeneous groups
	Working with Others		
Strategies and Participation	Continuous Learning	Intra-personal	Act autonomously
	Thinking Skills	Ability to learn (motivation, metacognition)	
		Motor Skills	

[m&a1008benchmarkcomparisons2]

COMPARING ALFE AND COMMUNITY LITERACY BENCHMARKS

English Foundations Reading and Viewing,	Adult Literacy Fundamental English	Community Literacy Benchmarks - Reading
Level 1	Pre-reading:	Level 1
	▪ Recognize, count and sequence individual sounds in a carefully spoken word ▪ Identify rhyming words	▪ describe print conventions (e.g., read from left to right and top to bottom)
Use illustrations, knowledge of letter-sound relationships, knowledge of language patterns, and visual memory to:	▪ Names the letters in the alphabet (in alphabetical order) and recognize/give the sounds of the letters ▪ Recognize and name initial consonant sounds in words	▪ associate sounds to letters
▪ Identify letters and sounds of the alphabet represented by consonants, blends, and short and long vowels	Level 1: ▪ Hear and read short vowel sounds ▪ Read regular CVC words, including some endings ▪ Read some long vowel words, eg CVC & e ▪ Read simple consonant blends	
▪ Read approximately 100-150 high-frequency words ▪ Identify the meaning of common symbols (e.g., $, @, #) ▪ Read common terms used on forms, cheques, medicine bottles, etc. ▪ Attempt simple unknown words used in context with assistance	▪ Read 100-150 basic and personal sight words, including some functional words ▪ Name some common symbols (e.g., &, $)	▪ recognize personal and social sight vocabulary in text, in the community, and in isolation
Read short, simple illustrated passages with some support Reread familiar	▪ Read simple sentences, experience stories and paragraphs with common sight words and regular CVC words	

selections independently Use illustrations, prior knowledge, meaning of text, text features, and context clues to ▪ Predict and confirm the meaning of a passage ▪ Retell the main ideas of a passage ▪ Locate specific, relevant details ▪ Identify the main characters ▪ Follow brief written instructions	▪ Describe the sequence of a simple story ▪ Answer literal questions about a simple story ▪ State opinion about a simple story	▪ use meaning and language, along with print cues to predict words in familiar text ▪ recall information in predictable text ▪ locate information in predictable, functional, personally relevant, or repetitive text ▪ make a prediction and/or inference after listening to a piece of text read by another person ▪ identify the main idea, after listening to a non-fictional piece of text read by another person ▪ identify the theme, after listening to a fictional piece of text read by another person ▪ identify the difference between fact and opinion, after listening to a passage read by another person

Promoting and supporting literacy and learning since 1990

Monitoring & Assessment

Resources Available for Loan from Literacy BC
Provincial Literacy Resource Centre

Last update: February 21, 2008

This resource list contains both practical materials as well as background information on monitoring and assessment in community-based literacy programs. All materials can be mailed to you at no cost for a five week loan period. You can learn more about the library, and search the library catalogue on the Web at http://www2.literacy.bc.ca/Rescentr.htm

Contact Literacy BC to borrow these and other resources.
Telephone 604-684-0624 or toll free in BC 1-888-732-3234 Fax 604-684-8520 Email library@literacy.bc.ca

☐ **Achievement in non-accredited learning for adults with learning difficulties: report of the scoping study.** By Liz Mauslay and Christine Nightingale. Leicester, UK: NIACE, 2004. [374.1264 M38 2004]
This publication discusses the literature and work on assessment and achievement, while also reporting on one survey of learning providers (RARPA). Shows the wide range of understandings and methods available, in literature and in practice, to identify learners' needs and achievements. Helpful for teachers and students in finding out more about this and in celebrating their achievements. Reports on the findings of the RARPA (Recognising and Recording Progress and Ahievement) project, conducted by the Learning and Skills Development Agency, the Learning Skills Council, and the National Institute of Adult Continuing Education.

☐ **Canadian adult reading assessment: instructor's manual and CD-ROM.** By Pat M. Campbell and Flo M. Brokop. Edmonton, AB: Grass Roots Press, 2000.ey. Ottawa,ON: Statistics Canada, 2005. [428.00715 C36 Manual]
CARA can be used for placement or diagnosis. As a placement tool, CARA will enable you to identify the individual's independent, instructional and frustration reading levels. When used as a diagnostic tool, CARA enables you to identify an individual's reading level. CARA includes narrative and iformational passages at all levels of reading so that comparisons can be made in how a student reads these different genres.

☐ **Canadian language benchmarks: English as a second language for adults, English as a second language for literacy learners.** Ottawa, ON: Citizenship and Immigration Canada, 1996. [428.34071 C36]
Sets out twelve Benchmarks (or criterion) in each of three areas, which allow for a description of a person's ability to use the English language to accomplish a set of tasks.

☐ **Canadian language benchmarks 2000: ESL for literacy learners.** By Linda Johansson. Ottawa, ON: Centre for Canadian Language Benchmarks, 2001.

[428.34071 C36] Also available online at http://www.language.ca/display_page.asp?page_id=255
The Benchmarks lay out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The document is also useful with ESL students who are literate in a non-Roman alphabet language and need to learn reading and writing basics in English. The Benchmarks are divided into a pre-reading and writing phase called the Foundation Phase, followed by Phases I-III. Basic numeracy (addition, subtraction, division, multiplication, decimals, percentages and fractions) is also included.

☐ **Circle of learning, The: Saskatchewan adult literacy benchmarks: Levels 1 and 2.** Saskatoon, SK: Saskatchewan Literacy Network, 2006. [374.1264 S27 2006] Also available online at http://www.nald.ca/library/learning/sln-tcol/cover.htm
The aim of the Circle of Learning project was to develop Level 1 and 2 Benchmarks for use by formal and non-formal literacy and adult basic education programs and services in Saskatchewan. The benchmarks provide ways to document and recognize learner accomplishments and achievements; enhance learner transitions between levels and across programs; and facilitate the development of courses.

☐ **Common assessment in the native literacy field.** By Christiann Jones, Kate Thompson and Pat Powell. Owen Sound, ON: Ontario Native Literacy Coalition, 2001. [374.1264 J58] Also available online at http://www.nald.ca/library/learning/comass/cover.htm
Contains material presented by the authors at a training conference for provincial Native literacy practitioners held Nov. 19-21, 2000 in Niagara-on-the-Lake, in conjunction with the ONLC Annual General Meeting.

☐ **Critical literacy: empowering students with cognitive disabilities.** By Margaret Raymond. Victoria, BC: Ministry of Advanced Education, Training and Technology, 1999. [374.0124087 R39]
"A guide for literacy instructors who work with students with cognitive disabilities. The focus of this guide is to provide instructors with strategies and themes to help students develop a critical "voice" along with more traditional reading, writing, listening and speaking skills. The guide combines a strong emphasis on meaning with encouragement for instructors to provide structured and sequenced skill development at an appropriate pace based on a firm belief that all students can learn. The guide also includes a selection of student work based on the activities described in the themes and strategies."

☐ **Empowering the spirit: native literacy curriculum.** Developed by Kateri Akiwenzie-Damm. ON: Ningwakwe Clearing House, 1997 [371.9797 A55].
☐ **Empowering the spirit: native literacy curriculum.** 2nd edition. Developed by Mary Elliott, Deana Halonen and Kateri Akiwenzie-Damm. ON: Ningwakwe Clearing House, 2004 [371.9797 E4s].
The curriculum was developed to assist Native Literacy Coordinators and tutors in providing appropriate materials for native learners at various ages and levels of literacy. The second edition offers more cultural support for teachers and practitioners. The 30 lesson plans were restructured using the Medicine Wheel.

☐ **Evaluating learning: qualitative methods to document and assess informal literacy learning.** Toronto, ON: Frontier College, 2005. [374.1264 F76 2005]
This book has a selection of qualitative tools to help Frontier College staff document learning. It updates the SCIL (student centered individualized learning) methodology and its relation to 'hybrid literacy.' The book gives various methods for recording learning progress.

☐ **Documenting student success: the development of a learner portfolio.** By Jane MacDonald. Sydney, NS: Cape Breton Literacy Network Association, 2002. [374.1264 M11]

"This resource is intended to enhance the assessment process in literacy / adult basic education programs in the province of Nova Scotia ... It was designed to document student success and to be used in conjunction with the Nova Scotia Adult Learning Program (ALP) and the Intake Assessment Tools presently used in adult education classes throughout Nova Scotia."

☐ **First Nations literacy theme units: an instructor's guide.** Written by Carmen Rodrigues...[et al.]. 1996. [371.9797 F57] A workbook designed for B.C First Nations. Ottawa: HRCD, 2000. [307.14 F73] Also available online at http://www.sdc.gc.ca/en/epb/sid/cia/comm_deve/H-BIntro.doc
This booklet is a collection of "tips, strategies, tools, tactics, ideas, and guidelines." It includes tips on creating a positive learning environment, reading and writing strategies, activities, games, numeracy, family literacy tips, and resources

☐ **Intake assessment materials for fundamental level English and math.** By Laurie Gould. Vancouver, BC: Basic Education Dept., Vancouver Community College, 1999. [428.00715 G68]
This manual is designed to provide Fundamental Level (0 to grade 8) instructors and adult students with a short and easy-to-use procedure for assessing a student's educational goals and experiences. The manual is intended for use by experienced adult literacy instructors. The student assessment is divided into four parts: the initial interview, a reading assesment, a writing assessment, and a math assessment.

☐ **Job fit: book 1.** By Rona Satov. Toronto,ON: Learning Disabilities Association of Ontario, 2004. [371.9 S28 2004 v.1]
☐ **Job fit: book 2.** By Rona Satov. Toronto,ON: Learning Disabilities Association of Ontario, 2004. [371.9 S28 2004 v.2]
☐ **Job fit: facilitator's guide.** By Rona Satov. Toronto,ON: Learning Disabilities Association of Ontario, 2004. [371.9 S28 2004 v.3]
Job Fit was developed to assist people who may have learning disabilities to become more effective at finding and keeping a job. Designed for the learner, Job Fit 1 gives practical information about learning disabilities, how to understand your assessment and identify strengths and difficulties, and learning strategies you can use. Job Fit 2 has chapters on setting employment goals and becoming job ready. The Facilitator's Guide contains information to assist a facilitator to better understand learning disabilities and their impact on clients.

☐ **Learner centred intake and assessment processes for literacy programs in Saskatchewan.** Regina, SK: Saskatchewan Literacy Network, 2001. [428.00715 L43]
This handbook of assessment tools was developed as a result of SLN's "Towards a Standardized Intake and Assessment Process" project. It provides a variety of guidelines for intake, on-going, and exit assessments and processesthat operate in the best interest of the learner and that provide both the learner and the agency with the information they need.

☐ **LEARNS literacy assessment profile: a system for student assessment and program evaluation. [Web document]** Northwest Regional Educational Laboratory, 2005. Available online at http://www.nwrel.org/learns/resources/llap/
LLAP is an observational tool that addresses three stages of literacy development: emergent, beginning, and early independent. It was designed as an assessment option for reading efforts that use volunteers with children. It can be used by tutors to help design sessions that meet individual learning needs, and can be used to collect evaluation data.

☐ **Measuring adult literacy and life skills: new frameworks for assessment.** By T. Scott Murray, Yvan Clermont and Marilyn Binkley. Ottawa,ON: Statistics Canada, 2005. [379.24 M8] Also available online at http://www.nald.ca/library/research/measlit/cover.htm

The objective of this report is to document key aspects of the development of the International Adult Literacy and Life Skills Survey (ALL). The ALL survey was meant to build on the success of the International Adult Literacy Survey (IALS) assessments by extending the range of skills assessed and by improving the quality of the assessment methods employed. This report documents several successes including: the development of a new framework and associated robust measures for problem solving; the development of a powerful numeracy framework and associated robust measures; the specification of framework for practical cognition, teamwork and information and communication technology literacy.

☐ **Measuring learning readiness: a resource guide for students and LBS practitioners.** By Pat Powell. Peterborough,ON: Peterborough Native Learning Program, 1999 [370.154 P69].
This manual "was written to be used to look at the learner's ability that goes beyond acadaemics. The intent is that the identified exercises be used as part of the student assessment and training plan development process hand in hand with an academic skills profile."

☐ **Naming the magic: non-academic outcomes in basic literacy.** By Evelyn Battel. Victoria, BC: Ministry of Advanced Education, 2001. [374.012 B38] Also available online at http://www.nald.ca/library/research/magic/cover.htm
Forty basic literacy instructors, at a conference in May 1999, drafted six techniques for the documentation of non-academic changes that may occur in the lives of learners as a result of participation in literacy instruction. Several conference participants in consultation with the project coordinator, Evelyn Battell from Malaspina University-College, further developed the documentation techniques. The techniques were then field-tested by literacy practitioners including instructors, tutors, and tutor coordinators. The final report presents a description of the following techniques for documenting non-academic outcomes (NAOs) for literacy students: A Multi-Media approach, Using Journals, Goal Setting by Learners, Anecdotal Reporting and End-of-Term Reports (combination of two techniques) and Questions for Developing Awareness. The final report also documents the difficulties encountered during the field-testing process and identifies six recommendations, based on the project, that call for more extensive and focused study on non-academic outcomes.

☐ **Record of achievement manual: certificate in literacy and earning.** Winnipeg, MN: Adult Learning and Literacy, 2002. [374.1264 M36 2002] Also available online at http://www.edu.gov.mb.ca/ael/all/publications/stages/stages.html
These three manuals are designed for adult learners to work towards a certificate. Each of the three certificates has assignments with tasks to complete. The tasks help learners develop as readers and writers. The manuals contain the assignments and instructions for learners, with their tutors or instructors, to develop their own portfolio of work.

☐ **Regina Public Library presents Assessing adult learners [Video] .** Regina, SK: Regina Public Library, 199? [Video 371.394 R44 no.3]

☐ **Rethinking assessment: strategies for holistic adult numeracy assessment.** By Beth Marr, Sue Helme and Dave Tout. Victoria, AU: Language Australia, 2003. [513 M27 2003]
"Rethinking Assessment is both a practical and theoretical resource. It discusses key assessment issues, provides a bank of models of good practice in assessment and demonstrates how holistic assessment can be undertaken within the assessment criteria of accredited frameworks... Section 1 introduces the reader to the finding of the research and the thinking behind the examples of practice presented... Section 2 presents detailed descriptions of a selection of the assessment tasks developed and documented during the project, along with templates for a number of the tasks and strategies. Suggested observation and recording sheets are included where appropriate and samples of student responses are discussed."

☐ **Revised common writing assessment: a tool linked to Ontario's LBX learning outcomes levels, The .** By Norman Rowen and Neil Graham. Toronto, ON: Ontario Literacy Coalition, 2000. [374.1264 R69]

Assessment instrument that shows how to evaluate a writing sample using scales based on focus, development and organization ; voice, vocabulary and sentence variety ; grammar and mechanics. Scales include summary statements for LBS levels 2-5 writing, Ready for post-secondary level writing, and Clearly post-secondary level writing, as well as descriptions of the same features and elements of writing below Level 2.

☐ **School Achievement Indicators Program: 1998 report on reading and writing assessment. [Web document]** . By Council of Ministers of Education, Canada. 1999. Available online at http://www.cmec.ca/pcap/rw98le/saiprw98.pdf
This report documents the results of the 1998 national assessment of reading and writing of 13- and 16-year old students in Canada.

☐ **Student assessment in adult basic education: a Canadian snapshot. [Web document]** . By Dr. Pat Campbell. February 2006. Available online at http://www.nald.ca/library/research/snape/cover.htm
This document explains the methodology and reports the findings from a national survey on student assessment in adult basic education. The intent is that this information be used to guide policy and practice.

☐ **Teaching reading to adults: a balanced approach.** By Pat Campbell. Edmonton, AB: Grass Roots Press, 2003. [428.40715 C36]
Author draws on her experience to integrate participatory theory and practice with the needs of literacy students and available resources.

☐ **Test review: workplace assessment tools.** By Maurice Taylor. ON: Human Resources Development Canada, National Literacy Secretariat, 1997. [374.1264 T38]
In this discussion paper, seven assessment tools that have been used in workplace programs are discussed. The tests are examined in terms of content, scores, and the test development process.

☐ **Understanding assessment and qualifications in post-compulsory education and training: principles, politics and practice.** 2nd ed. By Kathryn Ecclestone. Leicester, UK: NIACE, 2005. [374.1264 E23 2005]
Discusses the benefits and challenges of learner assessment in post-16 (post-compulsory) education in the UK. When used effectively, assessment can be powerful and positively motivate learners. But, complex and controversial, assessment often detracts from learning instead of complementing it. This book reviews basic principles, purposes and practices of post-16 assessment within the broader political and theoretical context. Offers practical strategies for improving assessment and accreditation; discusses the best uses for assessment at practitioner, organisational and policy levels.

☐ **Workbook 1: assess your skills.** Toronto: AlphaPlus Centre, 2004. [331.2592 A45643].
This workbook, part of the Skills at Work Series, helps readers collect information about their employment goals and about the world of work. They identify skills they need to work on to reach their goals. They will learn some ways to find, save and use information about jobs. Written to correspond to Ontario's "Working with Learning Outcomes Reading Level 2."

☐ **Workbook 2: a day on the job.** Toronto: AlphaPlus Centre, 2004. [331.2592 A45643].
In Workbook 2 of the "Skills at Work Series," readers find out about employers' expectations about reading, writing, and math on the job. The focus is on the tasks to do every day in different kinds of jobs. The material has been written to correspond to Ontario's "Working with Learning Outcomes Reading Level 2."

☐ **Working with learning outcomes for adults with developmental disabilities.** By Kenneth N. Beck. Toronto, ON: Toronto District School Board, 1999. [374.1264 B244]

☐ **Working with learning outcomes: validation draft.** Toronto,ON: Literacy and Basic Skills Section, Workplace Preparation Branch, Ministry of Education and Training, 1998. [374.1264 W67]

Yes, I would like to borrow the resources checked (√) above. I agree to return them by the due date. I agree to pay for lost or damaged items. Please send them to:

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Contact Literacy BC to borrow these and other resources.
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Websites of Interest

For more information on models of outcome measurement currently developed and other information, the following websites might be helpful:

Saskatchewan's Circle of Learning: http://www.sk.literacy.ca/resource/circle/circle.pdf
Or google The Saskatchewan Literacy Network and click on the document listed on the home page

Manitoba's Stages of Certification:
http://www.edu.gov.mb.ca/ael/all/publications/stages/stages.html
Or google Manitoba Advanced Education and Literacy, on the left hand panel click literacy, then publications, then Certificate in Literacy and Learning

Equipped for the Future: http://eff.cls.utk.edu/default.htm
Or google Equipped for the Future and choose the portal option

The K-12 performance standards: http://www.bced.gov.bc.ca/perf_stands/
Or google BC Ministry of Education, enter "performance standards" in search and click on the first document

Adult Basic Education: http://www.aved.gov.bc.ca/abe/handbook.pdf
Or google Adult Basic Education handbook

For publications by Pat Campbell: www.literacyservices.com

CALP 2008-09 Year End Data Reporting: Learner Information Report and Financial Report

Introduction and Overview of Data Elements:

As part of this year's CALP reporting requirements, grant recipients must complete a year-end data report comprised of two sections: a Learner Information Report and a Financial Report. Information gathered from this report will be used by the Ministry of Advanced Education and Labour Market Development to demonstrate the effectiveness of community-based programs in meeting the needs of adult learners unable or unwilling to access basic education programs at formal learning institutions.

The year-end data report will be in the format of an Excel spreadsheet posted on the Ministry's website. Each CALP program will be required to collect data over the course of the funding year, which is defined as September 2008 through August 2009. The year-end data report must be completed and submitted to the Ministry by **September 30, 2009**.

To ensure consistent reporting, many fields in the new spreadsheet offer drop-down lists to provide response options. To access drop-down lists, please follow the three steps below:

1. Click the cell, an arrow will appear.
2. Click the arrow and response options will appear.
3. Select the appropriate response and it will automatically be entered into the cell.

The first drop down menu on both spreadsheets is a list of all seventy 2008/09 CALP sites by name. It is important to select the correct name for your CALP program as this will cause some of the cells in the spread sheet to be automatically populated.

Learner Information Report: (TAB 2 of the spreadsheet)

A new Learner Information Report replaces the Statistical Return report used in previous years. The purpose of this report is to gather data that will assist in the production of regional and provincial profiles of the characteristics of learners accessing CALP programs, types of programs offered, participation rates and progress made by learners over a one year period.

Please note that while information is being collected in this section about individual learners, the names of learners or other identifying personal information are not to be included in the spreadsheet. Data generated from these reports will only be used by the Ministry for analysis and reporting in an aggregated format to produce regional and provincial profiles of CALP learners.

The focus of the report is on 'core learners' attending CALP programs. Core learners are defined as individuals who participate regularly in an ongoing instructional program over the course of the funding year (e.g., small group, one-to-one tutoring, family literacy). In contrast to core learners, many CALP sites also provide services to 'drop-in learners' who are defined as individuals who access literacy services on an occasional, unscheduled basis for assistance on specific tasks and/or referrals. ***Drop-in learners are not to be included in this report.*** (NOTE: there will be an opportunity for CALP sites to report on the resources and activities associated with providing services to drop-in learners in their Interim and Final Program Evaluation Reports.)

The Learner Information report is structured into three sections: Learner Profile; Program Participation and Learner Assessment.

SECTION 1: The **Learner Profile** section consists of the following demographic information outlined in the table below. For each core learner enrolled in a CALP program, data is to be collected in the following seven categories:

Category	Learner Profile						
Sub-category	**Gender**	**Age Group**	**Aboriginal Ancestry**	**Immigrant Status**	**English as a Second Language**	**Education Level**	**Employment Status**
Drop-down list	Male	19 and Under	Non-aboriginal	Canadian citizen	Yes	Less than high school	Employed
	Female	20-24	Aboriginal (including First Nation, Métis, Inuit)	Permanent resident	No	High school diploma	Unemployed but looking for job
	Declined	25-29	Declined	Refugee or refugee claimant	Declined	Some post secondary education or training	Unemployed but not looking for job
		30--39		Working permit		Declined	Retired
		40-49		Other			Declined
		50-54		Declined			
		55+					
		Declined					

Notes:

Education Level: refers to the highest level of education a learner has participated in. For example, if a learner has a post secondary credential or completed some post secondary education or training courses but has not graduated, please select the 'Some post secondary education or training' option for this learner.

Employment Status: refers to a learner's current employment status in relation to the formal, paid labour force. For example, for a stay-at-home mother, please select 'unemployed but not looking for a job'.

SECTION 2: The **Program Participation** section consists of the following program information outlined in the table below. For each core learner enrolled in a CALP program, data will be collected in the following three categories:

Category	Program Participation		
Sub-Category	**Date of Intake**	**Program(s) Learner has participated in**	**Total Hours of CALP Participation 2008/09**
Drop-down list	Sep-08	One-to-One	0-10
	Oct-08	Small Group	11-20
	Nov-08	Family Literacy	21-30
	Dec-08	One-to-One and Small Group	31-50
	Jan-09	One-to-One and Family Literacy	51-60
	Feb-09	Small Group and Family Literacy	61-80
	Mar-09	One-to-One and Small Group and Family Literacy	81-100
	Apr-09		101+
	May-09		
	Jun-09		
	Jul-09		
	Aug-09		

Notes:
The total hours of CALP participation refers to the number of hours a learner has participated in any CALP programs over the year. (eg. If a learner has received 20 hours of one-to-one tutoring and 30 hours of a family literacy program, their total number of hours of CALP participation would be 50 hours. The appropriate response option for this learner would be 31-50.)

SECTION 3: The **Learner Assessment** section will gather information on individual literacy levels using the new CALP Assessment Benchmarks developed by Literacy BC.

The assessment section of the spreadsheet will collect in the following six learning domains:

Category	Intake Assessment						Year-End/Exit Assessment					
Sub-category	Reading	Writing	Math	Oral	Particip	IT	Reading	Writing	Math	Oral	Particip	IT
Drop-down list	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4

Notes:

It is recommended that an intake assessment for core learners joining a CALP program take place by the end of November 2008; and, for core learners joining after November, within one month of attending a CALP program. All core learners should be assessed at year-end or at the time of exiting the program.

Assessment information will be required for each of the domains a learner is working on. If a learner is only working on one domain, then assessments should only be conducted for that one domain.

Assessment data (in-take and year-end) for 2008/09 CALP programs is to be reported to the Ministry once, by September 30, 2009.

Year-End Financial Report: (TAB 3 of the spreadsheet)

The Ministry is interested in gathering information on the funding sources and operating costs of each individual CALP program over the funding period (September 2008 through August 2009). This information is being collected to better understand how CALP grants are spent and the actual (full) costs of providing these programs. It is understood that some of the information involved in making these calculations will be very accurate (e.g., amount 2008/09 CALP grant and its distribution), while other information (value of in-kind contributions) will be based on a 'best' estimate.

The Year-End Financial Statement format to report financial information on 2008/09 CALP programs is an Excel spreadsheet. There are two sections to the spreadsheet: Funding Sources and Operating Costs. Where possible, the spreadsheet has been designed to automatically link cells that have the same value (e.g., amount of CALP grant). Funding amounts are to be recorded to the nearest dollar.

SECTION 1: Funding Sources:

This section of the spreadsheet deals with the cash resources dedicated to ***the operation of each CALP program.*** In the case of the CALP grant this will be the full amount of the grant. In the case of other funding sources, please estimate the portion of the funding that supports the operation of the CALP program.

Funding (Cash) Sources		Amount ($)
CALP Grant		
Literacy Now Funding		
Other Provincial Funding		
Federal Government Funding		
Local Funding	Fundraising	
	College	
	Other	
Total		0

Notes:

Other Provincial Funding: this includes grants from other ministries that are also used to support the operation of the CALP program such as the BC Ministry of Education, BC Ministry of Human and Social Services; or other provincial organizations such as the BC Association of Aboriginal Friendship Centres.

Federal Funding: this includes grants from ministries or agencies associated with the federal government, such as the Ministry of Human Resources and Development Canada (eg. Office of Literacy and Essential Skills).

SECTION 2: Operating Costs:

This section of the spreadsheet deals with the cost and allocation of funding sources and in-kind contributions that support the operation of each CALP program. As per the spreadsheet and definitions below, please indicate the distribution of funds and the estimated dollar value of in-kind contributions among the categories of operating costs.

Operating Costs	CALP Funding Allocation (A)	Other Sources of Funding (ie. Cash) (B)	In-Kind (Estimated Dollar Value) (C)
Wages and Salaries			
Capital Expenditures			
Professional Fees			
Travel Costs			
General Program Costs			
Learner Related Expenses			
Subtotal		N/A	N/A
Administration Fee		N/A	N/A
Unspent portion of 2008/09 grant		N/A	N/A
Total	(defaults to amount of 2008/09 CALP grant)		
Total Operating Cost (A+B+C)			

Definitions: (Note: please refer to 2008/09 CALP Applicant's Guide for further details on categories of operating costs.)

Wages and Salaries: include the salaries, wages, mandatory employment related costs and supplementary benefits of administrative and instructional personnel directly involved in the delivery of CALP programs. To calculate the in-kind value of volunteer administrative and instructional personnel, please use $20 per hour for each hour contributed.

Capital Expenditures: include cost of leased space and equipment, building maintenance, utilities, materials and supplies for administration, printing and communications (phone, fax, internet). Use local market conditions to calculate value of in-kind contributions and donations.

Professional Fees: include fees paid to an individual or firm for services or expertise not available from within the grant recipient's organization.

Travel: include costs of transportation, accommodation, per diems, registration fees etc. associated with staff travel for program delivery and professional development/training.

General Program costs: include costs associated with materials and supplies used for the operation of the office; printing and communication costs; rental equipment and leasing costs; utilities; and other miscellaneous costs

Learner Related Expenses: include unsubsidized childcare to enable participation of adult learners, transportation for learners, refreshment costs (food and beverage), costs associated with specific events/activities to celebrate learner success etc.

Administration Fees: include fees retained by the college and/or the community-based organization for general/unspecified administration and support of CALP program.

Unspent portion of 2008/09 CALP grant: include any funds that are unspent at the end of the program period (August 2009).

2008/09 CALP Learner Information

CALP Program Name	
College Region	#N/A

Learner Profile								Program Participation			Intake Assessment						Year-End/Exit Assessment				
No.	Gender	Age Group	Aboriginal Ancestry	Immigrant Status	English as a Second Language	Educational Level	Employment Status	Date of Intake	Program(s) that Learner has Participated in	Total Hours of CALP Participation 2008/09	Reading	Writing	Math	Oral	Particip	IT	Reading	Writing	Math	Oral	Particip
1																					
2																					
3																					
4																					
5																					
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2008/09 CALP Year End Financial Statement	
CALP Program Name	
College Region	#N/A

CALP Program Revenue Sources		Amount ($)
	CALP Grant	#N/A
	Literacy Now Funding	
	Other Provincial Funding	
	Federal Government Funding	
Local Funding	Fundraising	
	College	
	Other	
Total		#N/A

CALP Program Operating Costs	CALP Revenue Allocation (A)	Other Sources of Revenue (B)	In-Kind (Estimated Dollar Value) (C)
Wages and Salaries			
Capital Expenditures			
Professional Fees			
Travel Costs			
General Program Costs			
Learner Related Expenses			
Subtotal	0	0	N/A
Administration Fee		N/A	N/A
Unspent portion of 2008/09 grant			N/A
Subtotal	#N/A	0	0
Total Operating Cost (A+B+C)	#N/A		